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ABSTRACT

This annotated bibliography is divided into fourteen sections: (1) reference books and dictionaries, (2) linguistics, (3) English grammar, (4) vocabulary, (5) language learning and teaching, (6) aids to learning, (7) testing, (8) spoken English, (9) reading, (10) writing, (11) general courses, (12) English for special purposes, (13) literature, and (14) background studies. Prices are given in British currency for all items. Most of the entries focus primarily on British English, particularly those in the section on phonetics. The section describing general courses is extensive, each annotation indicating the student population for which the particular course was designed. Section 12 deals primarily with materials for teaching scientific English, and the final section consists mainly of entries concerning British history and English language history. (PM)

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English for Speakers of other Languages

A Bibliography

English Teaching Information Centre

November 1973

ESOL Bibliography 1973

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1. REFERENCE BOOKS AND DICTIONARIES

BRITISH COUNCIL
Index to Twenty-Five Years of English Language Teaching 1946-71
British Council English-Teaching Information Centre 1972
86 pages 60p

This is an index to articles appearing in the journal English Language Teaching, which is essential reading for all teachers of English to speakers of other languages. The index headings are arranged according to subject. These are: Spoken English; Written English; Reading; Teaching Methods; Materials; Teacher Training; English for Special Purposes; Linguistics; Testing; Literature Teaching; Syllabus and Curriculum Development; Aids; English for Immigrants; Language Learning. An index of authors, with reference according to subject-heading number, is appended.

CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH and ENGLISH-TEACHING INFORMATION CENTRE
A Language-Teaching Bibliography
2nd edition
Cambridge University Press 1972
242 pages £3.20

A guide to useful and authoritative books on the theory and practice of foreign-language teaching. The section on English includes annotations on Grammar and Structure; Phonology and Orthography; Vocabulary and Usage; Varieties of English; Contrastive Analysis; and Teaching Methods.

FLOOD, W E; WEST, M
An Elementary Scientific and Technical Dictionary
Longman 1962
413 pages £1.00

An attempt to explain over 10,000 terms, using a defining vocabulary of 2,000 words (including 60 technical terms), an example of usage, and pictures and diagrams.

FOWLER, W S
Dictionary of Idioms
Nelson 1972
103 pages 75p

Intended to provide the foreign student of English with a convenient means of reference to learn or check contemporary idiomatic usage. Entries are glossed and usually exemplified.

FRISBY, A W
Longman First English Dictionary
Longman 1968
190 pages cased 65p; paper 44p

Using a defining vocabulary of 1,500 words and over 900 pictures, this dictionary attempts to explain the meaning and exemplify the usage of over 3,000 words. Special attention is paid to structural words.

HANKS, P (editor)
Hamlyn Encyclopedic World Dictionary
Hamlyn 1971
1,855 pages £4.95

An attempt to provide in one volume an authoritative general dictionary, a technical dictionary, and an encyclopedia. Of the 150,000 entries, 65,000 are scientific and technical terms, 11,000 geographical entries, 7,000 biographical entries, and 7,000 historical references. The dictionary component is partly based on the American New College Dictionary and attempts to list meanings in order of frequency of use. The pronunciation is shown in a specially devised transcription which is reproduced at the bottom of each righthand page.

HARTMANN, R T K; STORK, F C
Dictionary of Language and Linguistics
Applied Science Publishers 1972
302 pages £6.00

An attempt to explain new terms and relate recent approaches and concepts to traditional familiar terminology for students of linguistics and language teachers. Selected terms from specialised theories and schools such as Transformational Grammar, Systemic Grammar and Tagmemics are included. Typical entries contain: a general definition; further specification; cross-references to related terms; examples to illustrate the definition; and bibliographical references. Appendices include a list of languages and a useful 25-page bibliography.

HORNBY, A S
The Advanced Learner's Dictionary of Current English
2nd edition
Oxford University Press 1963
1,200 pages £1.60; with thumb-index £2.20

A standard work of reference with 20,000 entries and 1,000 illustrations. Useful features include the use of an established IPA transcription to show pronunciation and stress, and a sketch of 25 verb patterns in the introduction and the subsequent use of these in verb entries to indicate the syntactic patterns open to particular verbs. Definitions are admirably simple.

HORNBY, A S
An English-Reader's Dictionary
2nd edition
Oxford University Press 1969
640 pages 60p

A reference book designed for those who have completed an elementary course in English. There are 12,000 head-words and over 300 illustrations. The head-words are syllabified and the IPA broad transcription is used. Appendices include abbreviations, prefixes, suffixes, and list of irregular verbs.

HORNBY, A S
The Progressive English Dictionary
2nd edition
Oxford University Press 1972
352 pages 30p

A dictionary designed for students with an elementary command of English,

and a similar number of derivatives and idioms. A useful feature is an introductory section on how to use the dictionary.

JONES, D
An English Pronouncing Dictionary
13th edition (republished in 1969)
Dent 1967
544 pages £2.25

A standard reference work fully revised by A C Gimson. Over 50,000 words are phonetically transcribed according to the Received Pronunciation model. An introduction provides a description of the criteria and characteristics of RP.

Longman English Larousse
Longman 1968
1,350 pages £2.50

An attempt to provide in one volume a modern English dictionary and an encyclopedia of the main events and personalities in world history as well as important concepts in science and geographical information. Pronunciation is shown in the IPA transcription; parts of speech, origin, definition and certain collocations are given. Derived words of regular formation such as nouns ending in '-er' or '-ness' are omitted. Maps, diagrams and illustrations number over 1,000.

MILLER, G M
BBC Pronouncing Dictionary of British Names
Oxford University Press 1971
171 pages £2.00

A list of some 10,000 place and family names with phonetic transcriptions and a modified spelling system for those unfamiliar with the IPA system.

PARNWELL, E C
Pictorial English Word-Book
Oxford University Press 1966
250 pages 40p

A first reference book for learners of English, with nearly 4,000 head-words syllabified, phonetically transcribed, and explained by means of reference to pictures, by illustrative examples and paraphrases, by synonyms and antonyms and, occasionally, by definition.

WEST, M
A General Service List of English Words
Longman 1965
588 pages £3.75

A list of the 2,000 words considered most necessary to the learner of English as a foreign language, based on the Carnegie Interim Report on Vocabulary Selection originally published in 1936. For each word the comparative frequency of its various meanings is shown, derived from the figures of the Lorge-Thorndike Semantic Count. The list is based on printed materials and tends to undervalue items used more in speech than in writing. A supplementary wordlist for the writing of popular science and technology, by Flood and West, is appended.

WINDSOR LEWIS, J

A Concise Pronouncing Dictionary of English and American English

Oxford University Press 1972

233 pages £1.40

Designed for non-native speakers of English, this pronouncing dictionary is an attempt to record the fluent spontaneous usage of educated speakers in Britain and America where speech is least restricted as regards geographical region and social grouping. Phonetic transcriptions, using Gimson's amplification of the IPA alphabet, are given for 24,000 words.

2. LINGUISTICS

ADAMS, P

Language in Thinking

Penguin 1972

392 pages 55p

An anthology for the Penguin Modern Psychology series, consisting of 5 sections: on learning without language; on language acquisition; on cognitive dimensions of language; empirical studies; and language and the structure of mind. Contributors include: the Gardners, the McNeills, Malinowski, Piaget, Vygotsky, Chomsky and de Zwart.

ALLEN, J P B; VAN BUREN, P

Chomsky: Selected Readings

Oxford University Press 1971

166 pages £1.75

An attempt to present the main outlines of Chomsky's transformational theory for the non-specialist. The topics covered include syntax, phonology, semantics, language acquisition, and implications for language teaching.

BOYLE, D G

Language and Thinking in Human Development

Hutchinson (University Library) 1971

191 pages cased £2.25; paper 90p

The book is arranged in 3 parts. Part One is concerned with Language and Imagery and includes a discussion of linguistic competence. Part Two, Language and Thinking, discusses reasoning and problem solving; intelligence and creativity; conceptualising; genetic epistemology; a summary of Piaget's view of concept formation as arising not from language but from the coordination of actions, and the role of the brain in language and thinking. Part Three attempts a philosophical perspective and deals with questions of meaning; explanations of linguistic ability; empiricism and rationalism.

DARBYSHIRE, A E

Exercises in Linguistics

Arnold 1968

122 pages 62p

A series of exercises and problems designed to introduce methods of linguistics, using English as the language of exemplification. Reference to the author's A Description of English (see Section 3.1) and Strang's Modern

English Structure (see also Section 3.1) is advised, though each topic to be investigated is described briefly.

FOWLER, R
An Introduction to Transformational Syntax
Routledge and Kegan Paul 1971
178 pages cased £2.25; paper £1.25

Intended as a provisional grammar designed to help students to read both classical and contemporary writings in transformational grammar. The grammar is based on Aspects of the Theory of Syntax but includes a more extensive use of feature analysis in syntax and a new treatment of deixis. A postscript discusses linguistic universals and the nature of grammatical descriptions and includes a brief account of Fillmore's case grammar.

HALLIDAY, M A K
Explorations in the Functions of Language
Arnold 1973
142 pages £1.00

This book is one of a series called Explorations in Language Study aimed at giving teachers in training a linguistic focus on their work. It consists of 5 interrelated papers attempting to explain the value of language in functional terms. Relevant Models of Language considers the child learning how to mean and describes this in terms of mastering a set of basic functions. The Functional Basis of Language compares the child's models with the adult's and relates the latter to the grammar of the clause. Language in a Social Perspective and Towards a Sociological Semantics explore the relationship between social theory (as developed by Bernstein), semantics and grammar. Linguistic Function and Literary Style is concerned with the relevance of semantics and functional theories of language to the student of literature.

HARTMANN, R T K; STORK, F C
Dictionary of Language and Linguistics
See Section 1.

HERRIOT, P
An Introduction to the Psychology of Language
Methuen 1970
199 pages £2.10

A textbook for students of psychology that includes a critique of the basically rationalistic nature of generative grammarians' theories.

LYONS, J
Chomsky
Fontana/Collins 1970
128 pages 30p

An introduction to the motives and methodological assumptions underlying Chomsky's work as well as an account of the grammars discussed in Syntactic Structures and a discussion of Chomsky's later insistence on the importance of generative grammar for the investigation of the structure and predispositions of the human mind.

MINNIS, N

Linguistics at Large
Gollancz 1971
336 pages £3.00

A readable introduction to linguistics which sets out to answer the questions: What is the nature of language? and What is linguistics? Introductions to linguistics in general, grammar, phonology and semantics are followed by lectures on a wide range of issues: philosophical, literary and anthro logical; language and animal signals; the linguistic development of children; the neurology of language; language and socialisation; language and the teaching of English; language and extralinguistic communication; and linguistics, usage and the user.

OLDFIELD, R L; MARSHALL, T C

Language: Selected Readings
Penguin 1968
392 pages 45p

The readings are arranged in 5 sections: acquisition and development; perception and production; psychological aspects of linguistics; quantitative and mathematical aspects; pathology and brain function. An introduction sketches the historical background to research.

PRIDE, J B; HOLMES, J

Sociolinguistics: Selected Readings
Penguin 1972
381 pages £1.25

The readings are grouped into 4 sections: Bilingualism and Miltilingualism; Standard Language and National Language; Dialectal and Stylistic Variation; and Acquisition and Proficiency. The fourth section contains Hymes's influential paper on Communicative Competence.

STEINBERG, D; JAKOBOVITS, L J

Semantics: An Interdisciplinary Reader in Philosophy, Linguistics and Psychology
Cambridge University Press 1971
603 pages £6.80

A collection of recent papers arranged in 3 sections: Philosophy, Linguistics and Psychology. Each section is prefaced by an overview that summarises and evaluates developments in the field: the Philosophy Overview traces the concern of analytical philosophy with meaning; the Linguistics Overview considers the recent integration of semantics into linguistic description; the Psychology Overview considers behaviourist and rationalist approaches to psycholinguistics.

WALLWORK, J F

Language and Linguistics: An Introduction to the Study of Language
Heinemann Educational 1969
184 pages cased £1.50; paper 75p

An introductory survey demanding no previous knowledge of linguistics. It includes a discussion of the nature and functions of language, the difference between the spoken and written forms, phonetics, structure, semantics, language learning and language change.

WILKINSON, A

The Foundations of Language

Oxford University Press 1971

224 pages 50p

An introduction to the study of language acquisition. Early chapters examine linguistic theory to provide a terminology. The growth and development of language in the young child is then discussed in terms of language, thought and the construction of reality; the language environment; capabilities in language; and the development of oracy. The beginnings of reading and the use of certain media and schemes are then considered. A final chapter considers the relationships between oracy and reading.

3. GRAMMAR OF ENGLISH

3.1 Reference Books

CHRISTOPHERSEN, P; SANDVED, A O

An Advanced English Grammar

Macmillan 1969

288 pages cased £1.50; paper 90p

A grammar for first-year university students in countries where English is a second language. Part One outlines a theory of classification by inflection and position. Part Two deals with word-classes - nominals, adjectives, verbals, adverbials, determiners and auxiliaries - and, very simply, with syntactic structures.

CLOSE, R A

English as a Foreign Language: Grammar and Syntax for Teachers and Advanced Students

Allen and Unwin 1962

177 pages £1.50

An attempt to deal with recurring problems in the teaching of English as a foreign language. Grammar as a system of pairs - with one member unmarked and the other marked - and the concept of the speaker's point of primary concern are seen as useful primary distinctions in discussing aspects of quantity, the articles, the tenses, auxiliary and modal verbs, and prepositions and adverbial particles.

CLOSE, R A

The New English Grammar

Allen and Unwin 1972

352 pages £2.75

A binding in one volume of the author's Lessons in English as a Foreign Language and More Lessons in English as a Foreign Language, this is a pedagogic grammar arranged in numbered sections with exercises following exposition. Part One deals with The System of Pronunciation and Spelling; Part Two with Words Serving Different Purposes and How They Are Combined; Parts Three and Four concentrate on the verb and the various constructions in which the verb is the main part. The course is intended for fairly advanced students, including prospective and practising teachers needing a reference book or remedial course.

DARBYSHIRE, A E

A Description of English

Arnold 1967

182 pages 90p

An eclectic descriptive account of English, drawing on information theory and Firthian linguistics, with an appendix on transformational-generative grammar. The account is arranged in 5 sections: language; technique; dealing with approaches to the study of language; phonology; grammar; and lexis.

HILL, L A

Prepositions and Adverbial Particles

Oxford University Press 1968

430 pages £1.50

An inventory of uses of prepositions and adverbial particles in English, arranged in a suggested teaching order and with information about the sentence patterns in which they can be used. The commoner words are referred to the particles with which they can be used by means of a Reference Vocabulary.

HORNBY, A S

A Guide to Patterns and Usage

Oxford University Press 1954

261 pages cased 80p; paper 45p

An influential description of the syntax of English, especially for the teaching of English as a foreign language. Consists of 5 parts: Verb and Verb Patterns, which discusses the functions of anomalous finites and includes a descriptive list of 25 verb patterns; Time and Tense, which deals with ways of indicating time relations; Adjectives, Nouns and Pronouns; Adverbials, which includes classifications by position and function; and Various Concepts and How to Express Them, which deals with concepts such as Purpose, Cause, Possibility, Intention and Commands in terms of optional patterns.

JACOBS, R A; ROSENBAUM, P S

English Transformational Grammar

Ginn 1968

294 pages £2.75

An introductory transformational text attempting to deal both with those universals which the authors believe constitute a theory of grammars and with the grammatical description of aspects of the English language. The text is arranged in 6 sections: the study of language, dealing with deep and surface structures, transformations and the ordering of rules; constituents and features; segment transformations and syntactic processes; sentence-embedding; simplicity and linguistic explanation; and conjunctions. The chapters in each section are followed by exercises.

LEECH, G

Meaning and the English Verb

Longman 1971

131 pages 50p

A systematic description of the semantics of the final verbal phrase, with particular emphasis on tense, aspect and modality, for teachers and advanced students of English as a second language. Consists of chapters on: Simple Present and Past Tenses; Progressive Aspect; The Expression of Past Time; The Expression of Future Time; The Modal Auxiliaries; Indirect Speech; Theoretical

and Hypothetical Meaning. The approach presupposes no specialist interest in linguistics and makes use of traditional grammatical terminology but attempts to coordinate recent work in semantic theory.

PALMER, F R
Grammar
Penguin 1971
200 pages 35p

A non-technical introduction with chapters on Grammar and Grammars; Some Traditional Concepts; Structural Linguistics; and Transformational-Generative Grammar. The first chapter discusses popular misconceptions and distinguishes between prescriptive and descriptive approaches, spoken and written language, and grammar and semantics. The second deals with: words, inflection and syntax; parts of speech; sentence, clause and phrase; grammatical categories; and concord and government. Chapter Three discusses the theories of Bloomfield and his followers through a consideration of morphemes and immediate constituent analysis. The chapter on transformational-generative grammar deals largely with Chomsky's earliest model as presented in Syntactic Structures in 1957; more recent developments are dealt with briefly.

PALMER, F R
A Linguistic Study of the English Verb
Longman's Linguistics Library
Longman 1965
191 pages £1.75

This is a study of the verbal phrase without reference to other synthetic elements of the clause. The approach is Firthian in the sense that theoretical categories are adopted on an ad hoc basis to exemplify regularities revealed by the material. After an introduction on characteristics of the verbal forms and the verb phrase, there are chapters on auxiliary verbs, full verbs, the simple phrase, be,have and do, the complex phrase, and phrasal verbs and prepositional verbs.

QUIRK, R, and others
A Grammar of Contemporary English
Longman 1972
1,120 pages £10.00

An attempt at a comprehensive description of the educated English current in the second half of the twentieth century in the world's major English-speaking communities. The grammatical framework is a compromise between traditional description and various contemporary schools. The first chapter deals with the current importance of English and its major varieties. There are chapters on: the sentence; the verb-phrase; adjectives and adverbs; prepositions and prepositional phrases; the simple sentence; adjuncts, disjuncts, conjuncts; coordination and apposition; sentence connection; the complex sentence; the verb and its complementation; the complex noun-phrase; and a final chapter on focus, theme and emphasis. Appendices deal with word-formation, stress rhythm and intonation; and punctuation. There is a bibliography and an index.

SCHEURWEGHS, G
Present-Day English Syntax: A Survey of Sentence Patterns
Longman 1959
434 pages £2.00

A description of the patterning of parts of speech and positional categories in

sentences drawn from a large corpus of contemporary written English. There are useful appendices on morphology and on the explanation of the largely conventional terminology employed. The index arranges items both according to function and form. The claim that students can freely imitate the constructions discussed and analysed presupposes an advanced level of attainment in English.

SCHIBSBYE, K
A Modern English Grammar
2nd edition
Oxford University Press 1970
390 pages cased £1.75; paper £1.00

A manual of English grammar originally published in Danish and intended for university students. The grammar is organised on a parts-of-speech basis and has sections dealing with: verbs; nouns; adjectives; adverbs; pronouns and determinatives; particles. There is also an appendix on semantically related prepositions.

STRANG, B
Modern English Structure
2nd edition
Arnold 1968
264 pages cased £2.50; paper £1.20

A textbook for university students which employs an eclectic approach and largely deals with the surface features of English. Consists of chapters on: The Nature of Language; The English Language; Phonetics; Phonology; The Structure of Utterances; Phonology in Grammar; Form Classes Functioning in the Noun Phrase; the Verb Phrase; Other Form Classes; Grammar; Further Dimensions (a sketch of transformational theory); Lexis.

ZANDVOORT, R W
A Handbook of English Grammar
6th edition
Longman 1972 £1.65

A reference grammar for teachers and advanced students, dealing with verbs, nouns, pronouns, adjectives, adverbs, sentence structure, order of words, concord, conversion and word-formation. The approach is conventional and consists of general statements concerning matters of form and function followed by validating examples of contemporary usage.

3.2 Practice Books

ALLEN, W S
Living English Structure
4th edition
Longman 1959 65p; key 15p (schools 37p; key 15p)

A standard language practice text first published in 1947. Exercises are graded into elementary, intermediate and advanced, and there is an emphasis on spoken rather than on written structures.

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English Language Units

Longman (for the British Council) 1968-

Teachers' Books 80p to £1.00 each

Students' Books 11p each

A project involving some fifty units, intended as a comprehensive library covering most of the major structural problems encountered by the teacher of English as a foreign or second language operating at a level where his students have a command of 1,500-2,500 words and acquaintance with most of the important structures of English. Each unit consists of a set of drills and dialogues on tape, a teacher's book containing the script and the taped material and method notes, and a student's book containing the script of the dialogues and written work. Unit 1: Contrast of Present Simple and Present Continuous Tenses; Unit 2: Contrast of Perfect and Past Simple Tenses; Unit 3: Conditional Clauses of Unreal Condition; Unit 4: Must, Need and Have to; Unit 5: Structures Used with Phrasal Verbs; Unit 6: The Past Perfect Tense (including Contrast with Past Simple); Unit 7: Can, Could and Be Able to; Unit 8: The Infinitive of Purpose; Unit 9: The Infinitive without To after Certain Verbs; Unit 10: Tense in Subordinate Clauses of Future Time; Unit 11: Word Order in Indirect Questions; Unit 12: Contrast of Past Continuous and Past Simple; Unit 13: For, Since, Ago; Unit 14: Elided Forms (Auxiliaries and Anomalous Finites - Affirmative); Unit 15: Elided Negatives (Auxiliaries and Anomalous Finites); Unit 16: Relative Clauses; Unit 17: Question Tags; Unit 18: Determiners; Articles; Unit 19: Adjective + Infinitive; Unit 20: Gerunds and Infinitives (as Objects). Thirty more units are to follow.

BRUTON, J G

The English Verb in Context

Cambridge University Press 1964

58 pages 17½p

Fifty passages taken from modern works of fiction are followed by questions designed to give practice in verb-recognition and in the explanation of usage for fairly advanced students. The analysis of English verb-forms by H V George is included as a guide for both student and teacher.

ETHERTON, A R B

Graded English Exercises for Secondary Schools

Books 1-3

Longman 1968

124, 140 and 144 pages 23p, 25p and 25p

A series of 3 books intended to be used in conjunction with course-books.

GIGGINS, L W; SHOEBRIDGE, D J

Tense Drills

Longman 1970

163 pages 70p

Consists of elementary, intermediate and advanced practice material arranged in 120 units and employing question-and-answer, conversion, and completion drills.

HEATON, J B

Practice through Pictorial Drills in English Sentence Patterns

Longman 1971 20p; Teacher's Book 35p

Systematic language practice and revision work for pupils with 3 to 4 years' experience of learning English. Thirty-two sections, each containing 2 or 3

structural patterns presented in order of difficulty, are arranged so that each pattern can be drilled in a dozen different visually cued contexts before being exemplified in a dialogue. An appendix lists the vocabulary required for use with the drills.

HERRINGTON, J O A

English Patterns and Structures

Heinemann Educational 1969

[illegible] pages 60p

Based on the structure sections of the author's English for First Examinations, this book aims at covering West African School Certificate requirements. A set of basic sentence patterns is presented, and these are then elaborated with the help of modifiers, joining words, noun-substitutes and other constructions, to produce complex and compound sentences. Each section of exposition is followed by exercises.

HILL, L A

Exercises on Prepositions and Adverbial Particles

Oxford University Press 1969

86 pages 30p

Intended to provide teachers and students with practice material based on the author's Prepositions and Adverbial Particles. A set of 70 narrative passages, graded into elementary, intermediate and advanced sections, are printed with blanks for the student to fill in, using lists given at the beginning of the pieces. The elementary pieces are written within a 1,000-word vocabulary and the intermediate within a 2,075-word vocabulary. The advanced passages are ungraded.

KENCH, A B

Asking Questions

Macmillan 1970

63 pages 30p

An analysis of question types is presented in note form, with exercises followed by a series of situational dialogues. Each dialogue begins with a contextualising cartoon or a summary of the situation and characters involved. Question practice on the background information is followed by the dialogues, in which the student is required to supply the questions.

LONGMAN ELEMENTS OF ENGLISH SERIES

Abbott, G W: Conditionals	26p
Byrne, D: The Elements of Indirect Speech	23p
Byrne, D: The Passive	23p
Close, R A: The Future	26p
Close, R A: Prepositions	26p
Spencer, D H: Contracted Forms	23p
Spencer, D H: Question Words	26p
Willis, R; Szkutnik, L L: Helping Verbs	23p

Longman 1965

Brief surveys of points of grammar that present special problems for students of English as a foreign or second language, intended as a guide for teachers and a source of drills and exercises for students.

MACKIN, R

Exercises in English Patterns and Usage
Books 1-5 (with key)
Oxford University Press 1960-68 25p, 25p, 25p, 30p and 30p

A series of workbooks intended to consolidate the student's knowledge of structures through oral preparation and written reinforcement. The exercises are related to A S Hornby's A Guide to Patterns and Usage in English and to The Advanced Learner's Dictionary of Current English. Books 1-3 include detailed exercises on verb-patterns, particularly tenses and phrasal verbs; Book 4 deals with inflection and Book 5 with derived and related forms.

MOODY, K W; GIBBS, P H

Teaching Structures in Situations (British Council English Language Teaching Series)
African Universities Press 1967
36 pages 25p

Discusses ways of teaching meaning through real, contrived, planned and improvised situations in which substitution tables are built up from a bare sentence. The method is then applied to a variety of teaching topics, including tenses and conditional sentences.

MORTIMER, C

Phrasal Verbs in Conversation
Longman 1972
215 pages 55p

A book of 432 conversations intended for upper intermediate and advanced students of English as a second or foreign language. Each conversation consists of 2 or 3 exchanges and attempts both to contextualise use and to aid assimilation through the use of rhythm and grammatical patterning. Drills follow each conversation - for pronunciation practice and to fix the idiom. With tapes.

PITTMAN, G A

Activating the Use of Prepositions
Longman 1966
182 pages 60p

An attempt to teach the meaning and use of 6 prepositions: at, in, of, on, to and into. Method notes appear in an introduction together with an outline of the semantic properties of the prepositions.

PITTMAN, G A

The Use of the Article and Related Linguistic Features
Longman 1969
102 pages 32p

A remedial course for foreign students for whom the use of the article in English presents a great problem. Sixty-seven units, each with a specified grammatical objective, establish situations for presentation, summary rules and exercises.

SINCLAIR, J McH

A Course in Spoken English: Grammar
Oxford University Press 1972
266 pages £1.80

A descriptive grammar for teachers and advanced students, concentrating on the most common varieties of spoken and written English, with rather more emphasis on informal spoken English than is usual. The grammar is systemic in approach and concentrates on sentence, clause and group structures. Clause structure, for example, consists of sections on: Mood; Tags and Responses; Theme; Adjunct Position; and Phase (or clauses with more than one predicator). Exercises are included at each major stage.

TREGIDGO, P S
Practical English Usage for Overseas Students
Longman 1962
293 pages 50p

An explanatory grammar dealing with nouns and articles; words of quantity; the verb; tense-patterns; auxiliary verbs; infinitives and participles; compound sentences; relative clauses; clauses of concession and purpose; direct speech; punctuation; and repetition. Intended as a teaching text and reference grammar for more advanced students.

WARD, J M
Practice in Structure and Usage for Intermediate Students
Longman 1972
88 pages 35p

Consists of exercises designed to revise material used in the years leading up to the Cambridge Lower Certificate and to prepare students for the new Cambridge Structure and Usage Paper.

4. VOCABULARY

HILL, L A; FIELDEN, R D S
Vocabulary Texts and Exercises for Overseas Students
Oxford University Press 1962 20p
64 pages

Provides 6 different types of test and exercise: picture-clues to alternative words for use in sentences; sentences containing bracketed alternatives; synonyms; antonyms; recognition of words whose definitions only are presented; paraphrases of sentences requiring an italicised word in one version to appear in a second in a different syntactic category.

HINDMARSH, R X
Exploring with Words
Stages 1-2
Cambridge University Press 1969-70
110 pages and 31 pages 15p

An attempt to handle vocabulary-learning through exploring the lexical resources of areas of experience, such as Travel, Nature, Outdoor Sports and Games, rather than through reading extracts. Supporting exercises are provided by the Cambridge English Course's Preparing for Writing Series. (See also HINDMARSH, R X: The Cambridge English Course for African Schools in Section 11.)

McARTHUR, T

Building English Words

Collins 1972

47 pages 30p

A notebook for intermediate students intended to cover some of the most important areas of word-formation and paraphrasing in English - including the contraction of phrases into compound nouns. Rules of formation are exemplified and followed by exercises.

McARTHUR, T

Using English Prefixes and Suffixes

Collins 1972

48 pages 30p

A workbook for intermediate students whose command of English includes some 2,000-plus words of active vocabulary which is intended to explain, exemplify and drill some of the most productive patterns of word-formation in modern English.

METHOLD, K

Junior Dictionary Exercises

Longman 1972

23 pages 30p

Consists of exercises and word-games designed to help children to use a dictionary such as the Longman Junior English Dictionary (A W Frisby: Longman 1965).

5. LANGUAGE LEARNING AND TEACHING

BRIGHT, J A; McGREGOR, G P

Teaching English as a Second Language

Longman 1970

283 pages £1.10

A practical guide to techniques and procedures which have proved successful in African secondary schools and should be of interest elsewhere. Includes a treatment of: Vocabulary; Reading; Writing; Speech; Drama; Poetry; and Grammar. There are particularly valuable sections on vocabulary selection and control and the organisation of reading programmes.

BYRNE, D

English Teaching Extracts

Longman 1969

127 pages 50p

A selection of extracts from books and articles, mostly written in the 1960s, intended both for private study and for group discussion work in pre-service and in-service teacher-training courses. Each extract is followed by suggestions for discussion and references for study. The topics covered include: language-learning theory; grading; the structural-situational approach; the role of communication; the role of applied linguistics; teaching pronunciation; grammar drills; translation; reading aloud; the teaching of literature; the use of the blackboard; and group work.

CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH
Science and Technology in a Second Language
(CILT Reports and Papers: 7)
CILT 1971
84 pages 65p

Consists of the revised versions of papers presented at a British Association of Applied Linguistics seminar on the problem of teaching a language expressly for its use in learning science. The topics treated include a review of the global situation with regard to English for special purposes, an analysis of types of textbook in use, a plea for the need to base courses on rules of rhetoric or communicative competence, a discussion on sentence connection in science material, and an account of an English-for-scientists course at the University of Zambia.

DOUGHTY, P, and others
Language in Use
Arnold 1971
286 pages £1.70

This volume is a product of the Nuffield Programme in Linguistics and English Teaching (1964-70), which was concerned with mother-tongue teaching. It consists of 110 individual units, each of which provides an outline for a sequence of lessons. The units aim to develop in pupils and students an awareness of what language is and how it is used, while extending their competence in handling the language. As such it provides a useful source-book for teachers of English to speakers of other languages concerned with developing a communicative-competence approach to language learning.

HALLIDAY, M A K, and others
The Linguistic Sciences and Language Teaching
Longman 1964
322 pages £2.00

A study of the application of modern linguistics, particularly that derived and developed from the work of Firth, to problems of language teaching. The first part, The Linguistic Sciences, provides a useful introduction to Halliday's scale-and-category model. The second part, The Linguistic Sciences in Relation to Language and Language Learning, is largely concerned with the teaching of English as a second language and contains useful critiques of pedagogic grammars.

HARRISON, B
English as a Second or Foreign Language
Arnold 1973
111 pages £1.00

A readable introduction to the subject, with chapters on English as an international language; criteria for language learning; the teaching of literature; English for science and technology; the teaching of immigrants in Britain; the language laboratory; radio and television; and tests and examinations. The book is one of a new series (Explorations in Language Study) which explores the role of language in teaching and learning from a standpoint of communicative competence. Learning what to say is seen as being as much a matter of learning 'how to mean' as of getting structures right.

HARTMANN, R T K; STORK, F C
Dictionary of Language and Linguistics
See Section 1.

HORNBY, A S
The Teaching of Structural Words and Sentence Patterns
Oxford University Press
Stage One 1959; Stage Two 1961; Stage Three 1962; Stage Four 1966
170, 162, 166 and 140 pages 40p, 40p, 40p and 35p

Source-books for teachers, covering items that are normally taught during a first English course. Part One of each book presents substitution tables summarising the items dealt with in Part Two, which, in turn, gives sentence patterns and detailed practical suggestions to teachers.

HOWATT, A P R
Programmed Learning and the Language Teacher
Longman 1969
244 pages £1.10

An attempt to present programmed learning as a practical proposition in language teaching. The theory of programming is considered and suggestions are made for incorporating these programmes into a teaching operation.

LEE, W R (editor)
ELT Selections 1 and 2
Oxford University Press 1967
220 and 242 pages 90p each

Selections from English Language Teaching covering the period 1946-61 and dealing with: basic theory; the English language; classroom techniques; aids; and the teaching of English literature abroad.

McGREGOR, G P
English in Africa
Heinemann Educational 1971
214 pages £1.50

A guide to the teaching of English as a second language, with particular reference to the postprimary school stages. Considers: aims and attitudes; vocabulary selection and the grading of teaching materials; basic reading and study skills; organising and teaching reading skills; teaching writing skills; teaching English grammar; teaching English speech; drama and poetry; the school-certificate year. There are appendices on audiovisual aids in the teaching of English and English-language testing.

ROWLANDS, D (editor)
Group Work in Modern Languages
Materials Development Unit, Language Teaching Centre, University of York; 1972
95 pages £1.00

A symposium of articles by language-teachers on the roles of group-work in primary and secondary schools in the teaching of French, German and Russian. The articles are largely concerned with language practice methods and materials' improvisation.

WIDDOWSON, H G

Language Teaching Texts

Oxford University Press 1971

346 pages £1.10

A collection of 42 passages grouped into sections on: the form of language; the substance of language; the use of language; language-teaching preparation; language-teaching presentation. Each passage is followed by: notes to elucidate the meaning; comprehension and discussion questions; exercises aimed at giving the reader an opportunity of practically applying theoretical notions; and for some of the passages a programmed summary of the main points of the passage with blanks for alternatives to help the reader to collaborate in the restatement. There is a very detailed key to the exercises which is conceived as a set of suggested approaches to the problems rather than as a list of correct answers.

WILKINS, D A

Linguistics in Language Teaching

Arnold 1972

243 pages £2.50

An investigation into the role of linguistics in foreign-language teaching. The approach is eclectic and consists of chapters on: Linguistic Attitudes to Language; Phonetics and Phonology; Grammar; Vocabulary; The Social Function of Language; The Psychology of Language; Error and the Mother Tongue; Linguistics and the Scientific Study of Language Teaching. Defining the goals of learning, determining the broad methodological approach, assessing the value of particular techniques, and organising the language content are seen as areas where linguistic insights are particularly valuable. There is a useful select and partially annotated bibliography.

6. AIDS TO LEARNING

BRITISH COUNCIL and NATIONAL COMMITTEE FOR AUDIO-VISUAL AIDS IN EDUCATION

Recorded Materials for Teaching English

British Council and NCAVAE 1971

46 pages 40p

Consists of annotated lists of courses at all levels: ancillary materials, including songs and rhymes, dialogues, comprehension, and English for special purposes; practice books on punctuation; films and film loops; materials for teachers; and a list of publishers' addresses.

CABLE, R

Audiovisual Handbook

3rd edition

University of London Press 1970

118 pages 65p

A concise listing of aids together with explanations of their nature and use, and advice on class management. Practical suggestions concerning projection, recordings and electricity are also given.

CORDER, S P

The Visual Element in Language Teaching

Longman 1966

96 pages 75p

An attempt to offer a rationale for the use of visual methods in the teaching of language. Consists of chapters on: Language in Learning; Language Teaching and Meaning; The Visual Element in Language Teaching; Meaning; and The Use of Visual Materials. Situational teaching, sound-film audiovisual courses and television are discussed in the light of a central concern with the teaching of meaning.

CRICHTON, J S

Blackboard Drawing

Nelson 1954

32 pages 35p

Practical help for teachers who find difficulty with blackboard illustration.

DAKIN, J

Songs and Rhymes for the Teaching of English

Longman 1968

Teacher's Book 64 pages; Pupils' Book 58 pages 37p and 55p

A collection of over 130 rhymes and songs graded and grouped according to difficulty of content and intended for use from the first year of learning English. The Teacher's Book contains suggestions for presentation and practice and also sets out in tables those rhymes which can be used to practise individual sounds, stress and rhythm patterns, intonation, vocabulary, grammatical structures and conversational exchanges. With two discs.

JOHNSON, F C, and others

Stick Figure Drawing for Language Teachers

Ginn and Jacaranda Press 1971

60 pages 42p

A practical guide for the primary level and for teachers' colleges, with sections dealing with the use of stick figure drawings in speech work, comprehension and composition.

LEE, W R

Language Teaching Games and Contests

Oxford University Press 1965

167 pages 40p

A collection designed for learners of any age, with an introductory chapter on organisation and chapters on Oral Games, Pronunciation Games, Reading or Writing Games, Spelling Games, and general language practice games. An index enables teachers to locate games that practise specific points of grammar.

LEE, W R; COPPEN, M

Simple Audio-Visual Aids to Foreign Language Teaching

Oxford University Press 1964

120 pages 45p

Part One outlines the usefulness of audiovisual aids in general and discusses in detail oral work, reading and writing. Part Two deals with the making of aids such as pictures, puppets, flannelboards, plastiboards and materials for reading.

STACK, E M

The Language Laboratory and Modern Language Teaching

Oxford University Press 1966

234 pages — cased £3.00; paper £2.00

A practical introduction to the techniques and procedures of language-laboratory teaching, with particular attention to the beginning and intermediate stages of instruction. It includes a study of equipment and of organisational and administrative problems as well as treatment of audiolingual exercises, pattern drills and reading and writing skills.

TURNER, J D

Introduction to the Language Laboratory

University of London Press 1965

110 pages — 42½p

A handbook for teachers on the nature and function of language laboratories, with a useful chapter on methods and materials and a discussion of the role of the language laboratory in the language-teaching programme.

TURNER, J D (editor)

Using the Language Laboratory

University of London Press 1968

156 pages — £1.20

A collection of evaluative essays on using the language laboratory for foreign-language learning in the primary school, the secondary school, the university, industry, and the technical college.

WEST, M

Useful Rhymes for Learners of English

Longman 1966

32 pages — 20p

A set of specially written rhymes for beginners, incorporating learning points, such as adjectives of quality and past tenses, and written within vocabulary limits.

WRIGHT, E; WALLWORK, J F

On Your Own: A Guide to Study Method

Longman 1962

128 pages — 40p

An introduction, with exercises, to the techniques of independent study and the use of English at an advanced level. Consists of progressively graded sections on the use of the dictionary; comprehension; note-making and note-taking; summarising; and collating and writing up material from notes and sources.

7. TESTING

7.1 Theory

DAVIES, A (editor)

Language Testing Symposium: A Psycholinguistic Approach

Oxford University Press 1968

214 pages — £1.05

Eleven papers dealing with: subjective and objective testing; the linguistics of language testing; the psychology of language testing; attainment and diagnostic testing; language aptitude testing; testing spoken language; the testing of oracy; tests in education; oral English testing in West Africa; intelligibility.

McCLAFFERTY, J

A Guide to Examinations in English for Foreign Students

Hamish Hamilton and St George's Press 1972

101 pages 50p

A comprehensive account of the recognised examinations in English for foreign students, giving practical advice on all aspects of the examinations.

MURPHY, M J

Designing Multiple-Choice Items for Testing English Language

African Universities Press (in association with the British Council) 1969

67 pages 40p

An explanatory introduction for the classroom teacher preparing students for such examinations as the West African School Certificate, in which lexis and structure are both tested through multiple-choice questions. Chapters on lexis and structure are followed by chapters on comprehension, other uses of multiple-choice questions in testing English, and an elementary treatment of statistics.

OTTER, H S

A Functional Language Examination

Oxford University Press 1968

136 pages 75p

An account of the work of the Modern Language Association Examinations Project 1963-66. The emphasis of the UK GCE O-level examinations on translation is seen as exercising a restrictive influence on the syllabus and methods of foreign-language teaching. Experimental examinations conducted by the project are described and discussed and a concluding chapter suggests an alternative syllabus that features: multiple-choice tests of usage, grammar and vocabulary; and the testing of conversation to be based on 10 questions from a prepared syllabus of 100 questions.

7.2 Actual Tests

BLOOR, M, and others

Objective Tests in English as a Foreign Language

Macmillan 1970

Pupils' Books 1-2 200 and 92 pages; Teacher's Book 41 pages 40p, 35p and 30p

Tests on English structure and usage, with particular attention to tenses for intermediate-level students. Most of the questions are multiple-choice (one correct answer to be selected from 4 offered), but constructed response-tests involving sentences or paragraphs requiring a response to a prompt such as a word in brackets or a gap are also included and there are 3 sets of 50 'slashed sentences' testing error recognition.

CAIRNS, J; SCOTT, A

Middle Form Objective Questions in English Language

African Universities Press 1967

76 pages 30p

Consists of multiple-choice questions on verbs, adverbials, nominals and adjectives; a miscellany including punctuation, pronunciation and spelling; vocabulary and conjunctions.

ETHERTON, A R B

Objective English Tests: Elementary Level

Longman 1972

72 pages 24p

Tests are designed to measure the comparative attainment of individual pupils in such areas as agreement, word order, the use of tenses, the use of articles and prepositions, and aspects of spoken English.

ETHERTON, A R B

Objective English Tests: Pre-Intermediate Level

Longman 1972

89 pages 28p

The tests are designed to measure the comparative attainment of individual pupils in such areas as agreement, word order, the use of articles and prepositions, and aspects of spoken English.

EYNON, J

Multiple-Choice Questions in English

Hamish Hamilton and St George's Press 1970

163 pages 50p

A practice manual intended for students preparing for the Cambridge Lower Certificate consisting of 25 test passages with questions and answers on comprehension, vocabulary and grammar. Summary-work is also included.

HEATON, J B

Selected Tests in Reading

Longman 1965

64 pages 19p

Elementary texts followed by questions on content and language.

HEATON, J B; STOCKS, J P

Graded English Test Papers

Longman 1965

Junior Book 64 pages; Intermediate Book 64 pages; Senior Book 68 pages 23p, 23p and 25p

Intended to give overseas students practice up to the standard required in O-level examinations. As each book contains 60 tests there is sufficient material for one test a week to be set in the first few years of secondary education and 2 tests a week in the examination year. With an overseas students' companion.

Contextualised Vocabulary Tests
Oxford University Press 1970
Books 1-2 (two more in preparation) 30p each

A series of 4 books intended to provide graded tests of content vocabulary at the levels of: 500 and 1,000 headwords in Book One; 1,000-1,500 headwords in Book Two; 1,500-2,075 headwords in Book Three; 2,075-3,275 headwords in Book Four. Each test consists of a list of 50 related words that have to be put into the case, number or tense demanded by the situation. Where the vocabulary is concrete the situation is given pictorially.

ROBERTS, J M E; SMITH, L E W
Tests in English Language
African Universities Press 1967
142 pages 47½p

A set of exercises for students preparing for the West African General Certificate English Language examination. Each of the tests consists of simulated examinations in continuous writing, summary and comprehension, essay and lexis, and structure.

TEMPLER, J C
Listening Comprehension Tests
Heinemann Educational 1971
Teacher's Book 40 pages; Students' Book 64 pages 30p and 45p

Twenty-five oral tests based on the listening comprehension test of the Cambridge Lower Certificate and concerned with: differentiation between sounds; stress and intonation; sentence completion; and ability to answer questions on a short spoken passage. With tapes.

8. SPOKEN ENGLISH

8.1 Reference Works on General and English Phonetics

ABERCROMBIE, D
Elements on General Phonetics
Edinburgh University Press 1967
203 pages £1.50

An introductory textbook for university students, assuming no phonetics and presented with a minimum use of diagrams and symbols. Chapters deal with the distinction between language and medium; the production of speech; the analysis of speech; segments; structure and system; voice quality and voice dynamics; notation; assimilation; stop-consonants; and cardinal vowels.

BROSNAHAN, L F; MALMBERG, B
Introduction to Phonetics
Heffer 1970
243 pages £3.00

Deals with the physics of sound; the speech apparatus; the production of sound in the vocal tract; the description and classification of speech-sounds; the segmental sounds; combinations of sounds; prosodic features; hearing and perception of speech; the functioning of sounds in language, syntagmatic

structures and segmentation. The examples are mainly from the languages of Europe, with English predominant.

CHRISTOPHERSEN, P
An English Phonetics Course
Longman 1956
216 pages £1.00

A manual intended for use in universities and teacher-training colleges, particularly in West Africa. The text is presented in numbered paragraphs with exercises incorporated. Part One deals with the organs of speech and the classification of sounds. Part Two considers English sounds in isolation and Part Three deals with sounds in connected speech.

CRYSTAL, D
Prosodic Systems and Intonation in English
Cambridge University Press 1969
381 pages £7.90

An attempt to develop a theoretical basis for the study of intonation in English within a general theory of non-segmental phonology. Chapters consist of discussion on: past work on prosodic features; voice quality and sound-attributes in prosodic study; the prosodic features of English; the intonation system of English; the grammar of intonation; and the semantics of intonation. There is an extensive bibliography.

GIMSON, A C
An Introduction to the Pronunciation of English
2nd edition
Arnold 1970
336 pages cased £2.50; paper £1.50

A comprehensive and authoritative treatment of the phonetics of English, based on the principles developed by Daniel Jones. It is arranged in 3 parts: Speech and Language (with a treatment of general phonetics, the classification and description of speech sounds, and linguistic principles); Sounds of English (including historical development and a detailed treatment of vowels and consonants); The Word and Connected Speech (with a treatment of stress, rhythm and intonation and the rules of elision, liaison, juncture and related features).

O'CONNOR, J D
Better English Pronunciation
Cambridge University Press 1970
178 pages cased £1.80; paper 60p

A systematic introduction written specially for the foreign learner. The opening chapters discuss problems in pronunciation and how the speech organs work in English, and these are followed by chapters on: the consonants of English; consonant sequences; the vowels of English; weak forms and rhythm units of speech; and intonation. Each chapter is followed by exercises, and there are conversational passages for practice, answers to exercises, predicted difficulties in English pronunciation for speakers of Arabic, Cantonese, French, German, Hindi and Spanish, and a list of books and gramophone records is appended. With tapes.

ARNOLD, G F
Say It with Rhythm
Books 1-3
Longman 1970, 1971 and 1972
99, 133 and 119 pages 45p, 57p and 65p

A series of 3 readers intended to give practice in pronunciation, stress and intonation through the medium of phonetic notation. Book One is aimed at 12-to-14-year-olds with one or 2 years' experience of English; Book Two at 14-to-16-year-old learners; Book Three at learners with a minimum of 5 years' study behind them. The phonetic notation adopted is that of Daniel Jones's An English Pronouncing Dictionary. With tapes.

BALL, W J
Steps to Fluency in Spoken English
Longman 1968
Teacher's Book 126 pages; Pupils' Book 60 pages 16p and 50p

Intended as systematic practice in conversational English for pupils in the 11-14-year range. Section One deals with the basic rhythm patterns of English and offers some 50 pages of drills. Section Two presents 24 conversational sketches with notes on procedure.

COOK, V J
Active Intonation
Longman 1968
99 pages 75p

Intended for overseas students preparing for the Lower Cambridge or Cambridge Proficiency examinations. The book consists of 20 lessons each of which contains 6 drills: the opening drill is a listen-and-repeat drill practising the intonation patterns to be used; there then follow 3 drills which are contextualised in terms of social relations and emotional attitudes; finally there are test and revision drills. With tape.

DICKINSON, L; MACKIN, R
Varieties of Spoken English
Oxford University Press 1969
114 pages 60p

A course for advanced students. Each of the 14 units consists of intensive listening and general comprehension work followed by a variety of exercises dealing with such features as stress in compound words, question tags, and the distinction between questions and statements in affirmative constructions on the basis of rising and falling tones. The recorded texts that form the basis of the work are largely spontaneous and range from light-hearted conversations to seminar discussions. This course complements the written work contained in A Higher Course of English Study (1) by Mackin and Carver. With tapes.

GUIERRE, L
Drills in English Stress Patterns
Longman 1970
127 pages 55p

Systematic training in English stress patterns for intermediate to advanced students of English. The patterns are based on the author's computer analysis

of the stress patterns of 40,000 words transcribed in Jones's An English Pronouncing Dictionary and are arranged according to their endings. The practice is graded and in each section there is a commentary formulating rules and listing exceptions.

HALLIDAY, M A K
A Course in Spoken English: Intonation
Oxford University Press 1970
134 pages £1.00

A 56-page introduction presents Halliday's theory of intonation with numerous examples which are reproduced on tape. The remainder of the book consists of 40 study units arranged in 4 chapters, providing practice in recognition and production. The first 3 chapters deal with sound-patterns, primary and secondary tones, while the fourth chapter illustrates the use of tones and related features in connected speech of various kinds, including conversational styles, poetry and dramatic dialogue. With tapes.

HILL, L A
Drills and Tests in English Sounds: Ear and Speech Training of English
2nd edition
Longman 1967
91 pages 38p

Seventy-one sections dealing with vowel and consonant contrasts; consonant clusters; the addition of semi-vowels and aspirates; syllabic addition. Each section contains 4 tests and a drill. With tapes.

MARTIN, M H C
Exercising Spoken English
Macmillan 1970
82 pages 50p

A collection of short remedial exercises designed for intermediate and advanced learners of English as a foreign language and arranged in 4 sections. Section A provides drills for vowels and diphthongs; Section B provides tonally stressed verse for practising stress-pattern recognition; Section C provides single-word drills and continuous prose exercises for consonants; Section D presents common intonation patterns marked for juncture and tonal stress. With tapes.

O'CONNOR, J D
Phonetic Drill Reader
Cambridge University Press 1973
59 pages 5pp

Twenty-five dialogues for practising pronunciation and intonation, designed to accompany the author's Better English Pronunciation. The dialogues are printed in traditional orthography and with phonetic transcription on facing pages. With tapes.

PRING, J T
Colloquial English Pronunciation
Longman 1959
83 pages 40p

A brief explanatory account interlarded with exercises on individual sounds and groups of words for intermediate to advanced secondary-school students and adult learners. With records.

SHILLAN, D

Spoken English

Longman 1966

89 pages 40p

A collection of drills for practising vowels, diphthongs, consonants, semi-vowels, word-stress and intonation. Emphasis is laid on phrasing, which is indicated by bold type. Intonation is represented only by a single exercise. With tapes.

TRIM, J L

English Pronunciation Illustrated

Cambridge University Press 1965

77 pages

Ear-training and pronunciation-practice material grouped by phonemes and starting in each case with common concrete nouns and proceeding through noun-phrases to sentences. Daniel Jones's system of phonetic transcription is used.

8.3 Spoken Language Practice

ALEXANDER, L G

For and Against

Longman 1968

66 pages 37p

An oral practice book for advanced students. There are 30 exercises, each consisting of an argumentative essay and notes. The notes list key word and summarise the argument put forward in the essay; a second set of notes lists key words and summarises a possible counter-argument. An introduction includes suggestions for procedure. With tapes.

ALEXANDER, L G

Questions and Answer: Graded Oral Exercises in English

Longman 1967

139 pages

Intended to bring students up to the level required by the Cambridge Lower Certificate examination. Material is arranged in 6 chapters, each containing 10 passages followed by graded oral exercises. There is a detailed introduction on suggested procedures. With tape.

ARNOLD, G F; GIMSON, A E

English Pronunciation Practice

University of London Press 1965

79 pages 40p

Intended for beginning foreign students of English, this practice book consists of contrastive vowel and consonant drills followed by 3 lengthy dialogues which have been recorded to provide a model for imitation. Both drills and dialogues are set out in phonetic transcription as well as in conventional orthography. With tape.

BLACK, C

A Handbook of Free Conversation

Oxford University Press 1970 20p

40 pages

Seventeen suggested topics for discussion with questions and vocabulary units.

COLES, M; LORD, B

Colloquial English

Oxford University Press 1970

55 pages 40p

A course intended for intermediate to advanced students needing practice in the rhythms and liaisons of rapid conversations. There are 10 units, each consisting of a main dialogue and drills. The main dialogues feature a European business man in situations requiring discussion, argument, requests, casual business, small talk and gossip, friendly argument, and talking to people in various situations. With tapes.

DE FREITAS, J F

To Start You Talking: English Conversation Practice for Foreign Learners

Macmillan 1970

206 pages 70p

Aural/oral practice for intermediate and advanced students through dialogue and questions, structural and phonological drills, and topics for discussion. With tapes.

HICKS, D

Meet the Parkers: An Intermediate Course in Spoken English

Revised edition

BBC Publications 1970

208 pages 50p

Forty conversations, each of which practises a specific construction. The text is arranged in lessons with notes on the main points concerning the constructions, a vocabulary list, and the text of the conversation. This course is based on an original BBC English by Radio Series. With records.

JERROM, M F; SZKUTNIK, L L

Conversation Exercises in Everyday English

Books 1-2

Longman 1965

152 pages each 37p each

Elementary and intermediate practice books following a consistent pattern: 2 set dialogues illustrating a particular construction; a dialogue frame for practice; lists of alternative pairs for use in the dialogue frame. With tapes.

JUPP, T C, and others

Talk English: Conversation Situations and Oral Practice

Heinemann Educational 1970

118 pages 65p

Intended for intermediate students who have completed about 2 years of an English course, this graded oral practice book is organised into a dozen units, each of which takes a dramatic situation and develops it in a series of 4 dialogues. Specific structures and expressions are embodied in the dialogues and each dialogue is followed by exercises. With tapes.

LOBB, C E

Speaking English: An Intermediate Oral Practice Book

Longman 1969

93 pages 43p

An intermediate graded oral practice book with 35 dialogues, each of which is followed by a series of drills designed for practice in key structures. With tapes.

OCKENDEN, M
Situational Dialogues
Longman 1972
92 pages 35p

Forty-four situations are presented, each in the form of 4 short dialogues so arranged that they can build 256 permutations. Additional structure practice is given in the form of drills. The situations covered include: transport; food and drink; hotels and shopping; telephoning; health; greetings; and a variety of conversational gambits. The level intended is intermediate to advanced. With tapes.

UNDERWOOD, M
Listen to This!
Oxford University Press 1971
Teacher's Book 142 pages; Students' Book 80 pages 80p and 50p

Practice in oral comprehension work for students preparing for the Cambridge Lower Certificate in English, based on 20 units of taped conversation representing a variety of British accents and urban situations. With tapes.

9. READING

9.1 Teaching Methods

The following works, though intended primarily for teachers of English as a first language, describe concepts, procedures and techniques relevant to those teaching reading to speakers of other languages.

DOWNING, J V; THACKRAY, D V
Reading Readiness
University of London Press 1971
128 pages 75p

GILLILAND, J; MERRITT, J E
Readability
University of London Press 1972
128 pages 80p

HUGHES, J M
Aids to Reading
Evans 1970
128 pages £1.00

THOMPSON, B
Learning to Read: A Guide for Teachers and Parents
Sidgwick and Jackson 1970
128 pages £1.50

9.2 Practice Books: Comprehension

ALEXANDER, L G (editor)
Longman Integrated Comprehension and Composition
See Section 10.2

BYRNE, D
Intermediate Comprehension Passages: With Recall Exercises and Oral Comprehension Tests
2nd edition
Longman 1970
128 pages 28p

Intended to provide material for testing written and aural comprehension for students preparing for the Cambridge Lower Certificate.

CLOSE, R A
The English We Use: An Anthology of Current Usage with Exercises
Revised edition
Longman 1971 50p

A graded collection of 51 passages from BBC talks reprinted in The Listener and arranged in units of oral and written work that range from intermediate to very advanced levels. Each unit is intended to be dealt with in 5 stages: oral presentation; oral elicitation of main facts and arguments; student study of the text; practice in grammar and vocabulary; oral discussion and written composition. With tapes in preparation.

COBB, D
Constructive Comprehension
Longman 1969
125 pages 37p

Intended for intermediate secondary school and adult students of English with a minimum of 3 years' experience. Section One consists of 30 comprehension passages with multiple-choice and free-response questions on content, together with exercises on structures and composition work. Section Two contains 15 dictation passages based on passages in Section One. Section Three offers 15 passages to provide practice for verbs and their forms used in Section One passages.

GRANT, N
Read, Think and Do: More Training in Intensive Reading Skills
Longman 1970
142 pages 35p

Intended for the middle forms of secondary schools in Africa and elsewhere. Thirty passages, including 9 school-subject texts and 7 factual are arranged in ascending order of difficulty, using multiple-choice and free-response questions with the aim of continuing the process of training in intensive reading skills begun in Munby's Read and Think. Composition work and library reference projects are also included.

GREEN, G L
Read, Think and Answer
Oxford University Press 1969
Teacher's edition (with key) and Students' edition 35p each

Twenty factual passages written within the 2,075-word range of the General Service List are presented with free-response and multiple-choice questions. The book is intended for use at an intermediate level of English such as that of students preparing for the Lower Cambridge Certificate.

HILL, L A

Elementary Comprehension Pieces
9th impression, reset and illustrated, of the 1963 edition
Oxford University Press 1972
64 pages 20p

Consists of 28 structurally graded pieces written within the author's 1,000-headword range and followed by comprehension questions.

MALONE, R L

Reading English Objectively: Stage 2
Macmillan 1969
172 pages 45p

Thirty test-papers for students preparing for such examinations as the Cambridge Lower Certificate. Each paper consists of a passage of approximately 600 words and 4 types of question: multiple-choice content questions; multiple-choice questions on structure; rewriting exercises; summary of various explanatory exercises. The passages are arranged in narrative, descriptive, explanatory and discursive sections.

MUNBY, J

Read and Think: Training in Intensive Reading Skills
Longman 1968
96 pages 25p

An attempt to use multiple-choice questioning techniques to train lower-secondary-school students in intensive reading skills. Twenty-seven passages are provided, two-thirds of them with an African background, and the vocabulary is restricted to the 2,000-word level of A General Service List of English Words. Nine of the texts deal with history, geography and science, to cater for students beginning an English-medium secondary education. Free-response questions are included to develop the ability to investigate data from the text and the student's own knowledge and experience and to begin the practice of summary-writing.

STONE, L

Reading English Objectively: Stage 1
Macmillan 1969
167 pages 45p

Thirty passages arranged in narrative, descriptive and discursive sets are each followed by multiple-choice questions on comprehension, lexis and structure, rewriting exercises, and a section on summary work and composition. The level intended is the Intermediate to Lower Cambridge stage.

9.3 Faster Reading

BAYLEY, H
Quicker Reading
Pitman 1957; reprinted in 1966
252 pages £1.25

A course based on one originally devised for executives at Leyland Motors Limited. Attempts to increase reading speed on relatively easy material and then to change to progressively more difficult material without loss of speed or comprehension.

CHAPMAN-TAYLOR, Y; BALLARD, B A
Read and Enjoy: A Rapid Practice Book
Nelson 1967
96 pages 35p

Intended as a reading-efficiency programme for junior postprimary students overseas. The programme has 18 units, each of which consists of a passage around 900 words long, an introduction to the passage, multiple-choice questions, and activities for the development of deeper understanding. There are introductions for both teacher and student.

DE LEEUW, M; DE LEEUW, E
Read Better, Read Faster
Penguin 1965
250 pages 30p

A self-training manual for improving efficiency in the reading of informative material, with an emphasis on developing a strategy to cope with different purposes and different types of text.

FRY, E B
Reading Faster: A Drill Book
Cambridge University Press 1965
67 pages 35p

Consists of a set of passages dealing with public health problems that have been simplified to the 2,000-word level and together make up a 10-week course aimed at improving reading speed. Each passage is followed by a set of multiple-choice questions aimed at testing both matters of fact and powers of reasoning. Each passage is around 500 words in length.

FRY, E B
Teaching Faster Reading
Cambridge University Press 1963
143 pages 90p

Written to accompany the author's Reading Faster: A Drill Book and intended to help teachers of English as a second language, giving courses on reading improvement at secondary, teacher-training and university levels. Consists of chapters on: The Importance of Reading Faster; Common Faults and Eye Movements; Comprehension; Units of Meaning; Skimming and Reading Flexibility; Improvement Patterns; Study Techniques and Factors in Memory; Vision; Phonics; Vocabulary and Continued Reading Progress. Each chapter is summarised in the form of a suggested lecture outline.

10. WRITING

10.1 Teaching Methods

ALEXANDER, L G

Guided Composition in English Language Teaching

Longman 1971

27 pages 35p

Examines the problems posed by transfer of training from blank-filling and other written reinforcement exercises to the creation of texts and outlines the solution offered in the author's New Concept English. This involves a 6-stage composition scheme, using multipurpose texts, specially written according to the principles of cyclical grading. Thus Stage One of the scheme elicits a series of simple sentences that constitute both a summary and a composition. Compound sentences, complex sentences, connecting notes, writing notes and joining them together, and free summary and composition constitute objectives of the remaining 5 stages. For the first 3 stages comprehension, summary-writing and composition go hand in hand. During the final 3 stages they develop into separate skills. The scheme can be implemented after a year's normal study.

McCREE, H

From Controlled to Creative Writing

English Language Teaching series published in association with the British Council

African Universities Press 1969

78 pages

A personal account of the development of a writing skills syllabus at a post-primary institution in northern Nigeria. An exposition of first- and second-year work and of 'explanatory' and 'argument' writing in the third and fourth years is presented in separate chapters with illustrative examples from students' work and summary statements. Appendices present notes on the West African General Certificate of Education and their examinations and on letter writing and offer a bibliography.

10.2 Practice Books

ALEXANDER, L G

Essay and Letter Writing

Longman 1965

137 pages 40p

A variety of material, providing 2 to 3 years' work, and covering sentence types, narrative and descriptive essays, personal and business letters and elementary literary essays, for students preparing for the Cambridge Lower Certificate examination. In addition, some 2 years' work on short-story writing, the reflective essay, the argumentative essay, and the advanced literary essay, is provided for students preparing for the Cambridge Proficiency examination.

ALEXANDER, L G

A First Book in Comprehension, Précis and Composition

Longman 1963

121 pages 25p

Intended for postprimary students, this book is an attempt to teach précis and

composition through comprehension: questions on texts are so arranged that their answers constitute a summary of the passage. There is a list of structures the students are expected to have mastered and a careful grading of vocabulary from 600 to 1,000 words in the passages presented.

ALEXANDER, L G

Sixty Steps to Précis: A New Approach to Summary-writing for Overseas Students

2nd edition

Longman 1970

135 pages 30p

A 3-year course in summary-writing designed to meet the needs of overseas students preparing for the Cambridge Lower Certificate and Proficiency examinations. Part One presents graded, specially written narrative pieces and places summary-writing exercises within a context of multiple-choice questions on content, structure and lexis, exercises on sentence structure, and a variety of composition exercises. Part Two introduces extracts from modern authors.

CHAPLEN, F

Creative Writing

Oxford University Press 1970

Teacher's edition 96 pages; Students' edition 80 pages 50p and 30p

Intended for students at an upper-intermediate to advanced level of English. Paragraph organisation is explained in terms of topic and support sentences but without reference to the system of connectors and with little treatment of anaphora. Writing assignments graded in difficulty and based on analysis of sample paragraphs are given, together with notes on grammar-and-usage features likely to be involved.

HILL, L A

Elementary Composition Pieces

Oxford University Press 1964

64 pages 20p

Twenty-eight passages written within a 1,000-word vocabulary and containing bracketed options to provide students with an element of choice in their copying of the compositions.

HILL, L A

Elementary Stories for Reproduction

Oxford University Press 1965

64 pages 25p

Fifty-six stories, each about 150 words long, with questions for oral and written reproduction work. The stories are written within a 1,000-word vocabulary which is given in an appendix.

HILL, L A

Intermediate Stories for Reproduction

Oxford University Press 1965

63 pages 20p

Fifty-four stories, each about 150 words long, are presented, with questions for oral and written composition work. The stories are written within a 1,500-word vocabulary which is given in an appendix.

HILL, L A

Advanced Stories for Reproduction

Oxford University Press 1965

64 pages 20p

Sixty stories, each between 225 and 350 words long and written within the 2,075-word vocabulary given in an appendix, are presented, without questions, for oral and written reproduction.

HILL, L A

Free Composition Book

Oxford University Press 1966

75 pages 25p

A list of suggested subjects for composition, arranged in order of presumed difficulty. Following each subject-title is a list of questions intended to guide the imagination and thought of the student. An introduction offers general advice on needs and methods.

HILL, L A

Picture Composition Book

Longman 1960

64 pages (Teacher's Guide 28 pages) 33p

Twenty-eight picture stories for students beginning preparation for the Cambridge Lower Certificate examination. The Teacher's Guide provides model compositions and lists of suggested questions.

HOWATT, A

Put It in Writing: A Natural Approach to Writing English

Oxford University Press 1970

68 pages 35p

Attempts to give composition exercises a subject, purpose and audience by providing students with a continuous story about a teenager and his friends and asking them to identify themselves with the characters in writing letters, postcards, telegrams, diaries and articles. Intended for students aged 15 to 18 and originally published in Sweden.

JUPP, T C; MILNE, J

Guided Course in English Composition

Heinemann Educational 1968

98 pages (Teacher's Book 63 pages) 60p and 70p

Intended to train students in composition writing by giving practice and guidance with the language and subject-matter of compositions before they begin writing them. Structure practice is given by means of substitution tables and multiple questions the content of which is based exclusively on the subject-matter of the composition. Work on a sample composition demonstrating the deployment of a particular structure provides further ideas for subject-matter and planning. The course leads up to the level of school-certificate examinations and is intended to follow on from the authors' Guided Paragraph Writing.

JUPP, T C; MILNE, J

Guided Paragraph Writing: A First Course in English Composition: With Structural Practice

Heinemann Education 1972

105 pages 45p

Intended to lead the learner from simple sentences to the planning and writing of a complete paragraph on straightforward personal subjects. There are 18 sections, each of which is based on a single subject, giving extensive practice with 3 or 4 particular structures. The method involves: oral practice; written exercises; rewriting and adapting sample paragraphs; vocabulary study; the student writing his own paragraph with personal details and local information; consolidation exercises.

SPENCER, D H
Guided Composition Exercises
Longman 1967
57 pages 25p

A guided composition course in 3 parts. Part One provides 20 sets of parallel sentences; each set requires a given sentence pattern to be re-exemplified 5 times; the key vocabulary is given, but students need to exercise care in such questions as verb-forms and tense-formation, concord, and the use of articles, personal pronouns, possessive adjectives, and prepositions. Part Two provides 50 exercises in completing or rewriting paragraphs. Part Three provides practice in relatively free composition.

WINGFIELD, R J
Exercises in Situational Composition
Longman 1967
87 pages 30p

Exercise material intended for the final 2 years before school certificate; for Asian and West Indian students. In each of 60 exercises a context of situation is described and a writing book specified.

11. GENERAL COURSES

ABBS, B, and others
Realistic English
Oxford University Press 1969-71
Students' Books 1-3; Teacher's Books 1-3
50p, 75p, 45p; 75p, 75p and 75p

Intended for adults and secondary-school students with 2 years' experience, this course concentrates on the spoken form and consists of 30 units of dialogue and structure drill divided into 3 parts. Each unit contains about 20 drills and provides approximately 6 hours' work. With tapes.

ALEXANDER, L G
Look, Listen and Learn
Longman 1968-71
Pupils' Books 1-3; Students' Book; Teachers' Books 1-3; Initial Workbook; Workbooks 1, 2A, 2B, 3A, 3B, 4A and 4B; Link Readers 1-4; Longman Structural Reader at Stages 1-3
55p, 60p, 60p; 90p; £2.00, £2.00, £2.50; 15p; 25p, 30p, 30p, 25p, 25p; 15p, 15p, 19p; 24p; 12p, 16p and 21p

A 4-stage course for children starting to learn English as a foreign language at the age of 8 or 9, built upon the principle of diminishing control. The first 2

stages are predominantly audiovisual, the last 2 increasingly audiolingual. Thus, at Stage Four, chorus and group repetition are dropped from the aural/oral procedures and the meaning of each text is communicated audiolingually through intensive reading. For each stage there is a set of material consisting of Pupils' Books, a Students' Book, Teacher's Books, Link Readers and tapes, and for the first 2 stages there are also filmstrips.

ALEXANDER, L G

Mainline

Longman 1973-

Progress A Students' Book; Progress B Students' Book; Progress Teacher's Book together with Teacher's Book for Tests and Students' Book for Tests; Skills A Students' Book; Skills B Students' Book; Skills Teacher's Book together with Teacher's Book for Tests and Students' Book for Tests

70p (Progress A Students' Book; others as yet unpriced)

This audiovisual course in a variant of New Concept English, concentrating on the oral aspects of English used and needed in a wide variety of international situations. Progress A and B constitute a less steeply graded version of New Concept Practice and Progress, and Skills A and B a less steeply graded version of New Concept Developing Skills. Crossword puzzles are used in the written exercises and references are made to Mister Monday and Other Songs for the Teaching of English. A set of tapes with accompanying tapescripts provides optional material for classroom and language-laboratory reinforcement.

ALEXANDER, L G

New Concept English

First Things First: An Integrated Course for Beginners

Practice and Progress: An Integrated Course for Pre-Intermediate Students

Developing Skills: An Integrated Course for Intermediate Students

Fluency in English: An Integrated Course for Advanced Students

Longman 1967

Students' Book (as one volume); Students' Books 1-2; Teacher's Book; Supplementary Written Exercises 66p; 50p, 50p; £2.00; 25p

An audiovisual course for native and adult students, based on multipurpose texts which are used as a basis for work on aural comprehension, oral practice, dictation, controlled composition, précis and composition practice, and written grammar exercises in recall. Filmstrips are incorporated in the teaching materials of First Things First and tapes are used throughout (with accompanying tapescript). Developing Skills takes the student up to the level of the Cambridge Lower Certificate and Fluency in English beyond the standard required by the Cambridge Proficiency in English examination. Special editions exist for Colombia and Mexico.

ALLEN, W S

Living English for the Arab World

2nd edition

Longman 1966-

Pupils' Books 1-4; Teacher's Books 1-4

30p, 33p, 34p, 35p; 60p, 44p, 44p and 45p

An oral direct-method course claiming to cover all the major structures of English, with an active vocabulary of 2,000 words; for Arab primary-school pupils. Reading is introduced after 9 to 12 weeks of intensive oral work, practice in the mechanics of writing Roman scripts, and letter-recognition work with flash-cards. With tapes.

BRINTON, E, and others

Active Context English

Macmillan 1971

Books 1-3; Teacher's Books 1-3; Readers 2A and 2B

65p, 45p, 55p; 45p, 45p, 45p; 20p and 30p

A course for adolescent and adult learners of English, intended to provide approximately 300 hours of classroom teaching. The course is structurally based and grammatically graded and, to assure a consistency of situational context, follows the daily life of 2 young people, an English girl and her Canadian cousin living in London. With tapes and flip-charts.

BRITISH COUNCIL

The Turners

Longman 1969

Students' Book 30p; Teacher's Book £5.00

An audiovisual course for students of English as a foreign language, particularly those who are already familiar with the written language at an elementary level and wish to develop their oral ability. The course provides a brisk review of the major structural features of English and develops a vocabulary of 1,500 words. With filmstrips and tapes.

BROUGHTON, G (general editor)

Success with English: The Penguin Course

Penguin 1969

Coursebooks 1-3; Teacher's Handbooks 1-3; Objective Test Books 1-3; First Reader; Workbook for Stage 1

50p, 55p, 55p; 75p, 90p, £1.00; 10p, 10p, 10p; 25p; and 15p

A course for the mature beginner designed on a structural basis and emphasising spoken language in contemporary urban contexts. With wallcharts, tapes and tapescripts.

CANDLIN, E F

New Present Day English for Foreign Students

Revised series in progress

University of London Press 1972-

Book 1 45p; Teacher's Book 75p

A comprehensive graded course for beginning students of English as a foreign language, based on the author's Present Day English, published in 1963. The course is to be presented in 4 students' books (labelled: Elementary; Intermediate; Competence; Proficiency) together with teachers' books, workbooks, language-laboratory drills on tapes with printed tapescripts, graded readers and sets of traditional objective tests for measuring attainment and performance. Students' Book One is presented in 19 units, each containing 2 or 3 new language items presented in sentence patterns in derived situations; a reading passage and a related dialogue, together with comprehension questions; a list of new words with IPA transcriptions; and a set of exercises. Tape-recordings of the reading passages and dialogues, a set of slides for vocabulary extension and structure drill, and a tape of pronunciation drills are also available in the Year One passage.

COMMONWEALTH OFFICE OF EDUCATION

Situational English

Longman 1966

Students' Books 1-3; Teacher's Books 1-3; Language Picture Series

40p, 40p, 60p; 55p, 55p, 80p; and £1.50

An adaptation of an Australian course for adult immigrants, consisting of 120 teaching units arranged in a 3-year course for adult beginners. Each unit practises one or more sentence patterns but restricts the exemplification of each pattern to sentences whose meaning can be shown within a created context of situation. With records.

HARRISON, B

Living in England

European Schoolbooks Publishing 1972

184 pages £1.00

A post-foundation course for adult learners and the higher classes of secondary schools, based on a course devised for foreign students at the University of Leicester School of Education. The course consists of 29 lesson units, each of which is based on a specific, usually urban, setting, and includes a dialogue, a series of questions, 2 or 3 oral structure drills and 2 or 3 written exercises together with visuals and reading passages intended to be informative about life and customs in England. These lesson units would provide ample material for a 30-week year of 3 to 4 periods per week. No attempt is made at a strict grammatical progression.

HICKS, D

Foundations of English for Foreign Students

2nd edition

Longman 1968

Teacher's Books 1-3; Students' Books 1-3

50p, £1.50, 45p; 30p, 85p and 60p

A course for adults and secondary-school students beginning the study of English as a second or foreign language. The course is based on a systematic grading of sentence patterns and attempts to establish each new structure or range of vocabulary by spoken drills and exercises before going on to reading passages and dialogues. Books One and Two aim to give students a thorough grasp of the principal structures of English; Book Three provides more idiomatic work. The teacher's books consist of method notes interleaving the text of the students' edition. With tapes and practice pictures.

HINDMARSH, R X

The Cambridge English Course for African Secondary Schools

Cambridge University Press 1969-

Stage One: 7 parts; Teacher's Handbook; Stage Two: 7 parts; Teacher's Handbook; Stage Three: 4 parts; Stage Four: 2 parts

15p each; 40p; 20p each; 20p; 36p each; and 70p each

A complete school course leading up to school certificate. The course assumes a starting level of 1,750 words of passive and 700 words of active vocabulary. Stages One and Two treat comprehension, vocabulary, composition, verb-usage, structure, oral work, and various practical skills, including spelling, punctuation and lay-out in 7 separate but interrelated books. Stage Three introduces the study of literature as well as continuing comprehension training, developing composition skills and extending usage. Stage Four is for use during the examination year and consists of 2 books: Passing in Language and Passing in Literature.

HORNBY, A S

The Oxford Progressive English Course

2nd edition

Oxford University Press 1969

Books 1-3; Teacher's Handbook 1-3 30p, 35p, 40p; 35p, 35p and 40p

Originally published in 1954 as Oxford Progressive English for Adult Learners, this is a 3-year course based on the author's Direct Oral Method, which aims at the formation of direct association between a new concept and the word, phrase, collocation or construction symbolising that concept. After a period of preliminary oral work the course is organised in terms of reading texts, study sections on structure and vocabulary, and exercises. The 2,000-word vocabulary of the General Service List is covered during the course. With tapes.

HORNBY, A S; MACKIN, R
The Oxford Progressive English Alternative Course
Oxford University Press 1964
Pupils' Books A, B, C and D; Teacher's Handbooks A, B, C and D
30p, 35p, 40p, 45p; and 35p each

A 4-year course leading to the Cambridge Lower Certificate, based on the Direct Oral Method of Hornby's Oxford Progressive English Course (first published in 1954) but providing a slower progression. A series of oral drills - OPEAC Oral Drills; Mackin, Webb, Scott-Buccleugh - together with workbooks - have been designed for use in classroom or language laboratory and are published separately.

HUDSON, N O; McADAM, B
English without Errors
Arnold 1971
240 pages 80p

A year's course for African secondary-school students preparing for the third-year Junior Certificate examination. The course is organised into 20 units, each consisting of: a comprehension passage concerned in some way with Africa; a study section dealing with grammar and lexis difficulties; 5 objective and 5 traditional questions; a grammar component with explanations and exercises; and a common errors section dealing with structural items.

IOANNOU, A; PAPADOPOULOS, A
English New: An Intensive Audio-Visual Course
Longman 1968
Picture Book; Reading Book; Workbook 50p, 35p and 35p

A one-year transition course intended for pupils transferring from vernacular primary to English-medium secondary education or for other classes of non-beginners needing remedial work for revision of basic structures. The course is specially designed for use in a language laboratory or in a classroom with a tape-recorder. With tapes.

LEE, W R
The Dolphin English Course
Oxford University Press 1970-
Teacher's Books 1-3; Reading Books 1-3; Writing Books 1-3; Picture Book; Teacher's Companion; Songs in English; Song Sheets
60p, 75p, £1.00; 25p, 25p, 35p; 15p, 30p, 35p; 25p, 40p; £2.00; 20p

A comprehensive structurally graded and child-centred course. The initial structures used are those which can be easily demonstrated and practised in the classroom and are arranged in a sequence of steps rather than lesson by lesson. The earliest part of the course is exclusively oral and the spoken language continues to take precedence until midway through the third year. There is a guide to the whole course in the Teacher's Companion, which introduces the principles on which the course is based and the varying roles of the materials.

MACKIN, R; CARVER, D

A Higher Course of English Study 1-2

Oxford University Press 1968

155 and 159 pages 50p each

A comprehension-based course for intermediate and advanced students, consisting of sets of unsimplified materials. In Book One 30 passages are arranged in 14 chapters in such a way that 2 or more passages deal with a similar subject in contrasting styles. The passages are annotated to elucidate lexical and structural difficulties and form the basis for exercises on comprehension, vocabulary, pronunciation, grammar and style. Book Two follows the same format, using passages markedly more difficult than those in Book One. An appendix of poems is included in both books. With tapes.

MOODY, K W,and others

Organised English 1-3

African Universities Press (Lagos) 1970- 85p, 60p and 70p

The first 3 years of a 5-year course for African secondary-school pupils, each year being covered by a pupils' book and a teacher's book. The books are each divided into 16 main units organised around a language structure and consisting of a daily oral drill; an oral activity backed up by written substitution table exercises; a pre-reading preparation, and a reading passage followed by 2 sets of questions, one oral, one written; a writing exercise which develops from strictly controlled writing games to fairly free writing exercises; and finally a follow-up work section. After each pair of units there is a revision unit. It also provides preparation for some of the newer approaches to the School Certificate Examination. The teacher's books provide a step-by-step guide to the use of the course.

O'NEILL, R, and others

Kernel Lessons Intermediate

Longman Eurocentre 1971

152 pages (Teacher's Book: 152 pages; Tests: 38 pages; Teacher's Book Tests: 20 pages) 65p (£1.75, 20p and 30p)

A course for adult intermediate students organised into 25 units, each of which follows the same pattern. Part A presents a set of structures through visual cues and short background passages and practises them through question-and-answer techniques. Part B presents pronunciation and grammar work more formally. Part C consists of an episode from a detective story. Part D consists of further practice and conversation work. Part E summarises the ground covered in the unit and provides exercises in guided composition. Detailed advice on how to conduct the course is provided in the Teacher's Book. A book of 7 tests contains entry-and-exit tests and 5 progress tests.

SPECIAL CENTRE, NAIROBI

The New Peak Course

2nd edition

Oxford University Press 1966

Coursebooks 1-3; New Link Reader and New Peak Readers 1-4

£1.00, 75p, 75p; 17p, 20p, 25p and 25p

A course designed for African pupils, covering the first 3 years of English-medium primary education in Kenya. The course attempts to cater for the language needs of infant and early junior primary education and integrates work in Language, Writing, Number, PE, Handiwork and Art. It is based on earlier materials designed for English-medium schools for Asian children in East Africa. With teacher's notes on the readers, a picture book, and teacher's notes on the picture book.

SPECIAL CENTRE, NAIROBI

The Peak Course

Oxford University Press 1961-66

Coursebooks 1-3; Readers 1-3; Teacher's Notes on Readers for Years One, Two and Three (2 books) 80p, 40p, 60p; 19p, 19p, 19p, 25p and 25p

A course designed for the first 3 years in English-medium schools for Asian children in East Africa. Work in English and other subjects is coordinated.

STONE, L

Cambridge Proficiency English

Macmillan 1967

299 pages 70p

A coursebook for students preparing for the Cambridge Proficiency examination, arranged in 6 sections: words; sentences; punctuation; comprehension; form and style; and idiom. Each section contains explanatory notes, exercises and, often, extensive reference sections.

STONE, L

New Lower Cambridge English

Macmillan 1965

268 pages 50p

A complete course dealing with the written requirements for the Revised Lower Cambridge Certificate and presented in 2 parts. Part One deals with the essential vocabulary, points of grammar, and the structure and writing of simple, compound and complex sentences. Part Two deals with composition, comprehension and summary-writing.

STREVENS, P; ENGLISH LANGUAGE SERVICES INCORPORATED

English 901

Collier-Macmillan 1968

Books 1-6; Programmed Workbooks 1-6; Teacher's Manual 45p each; 30p, 30p, 30p, 30p, 30p, 45p; and 75p

A course for adult students of English as a second language for beginning and intermediate levels of study. Nine hundred sentences are presented as base-patterns and the student is intended to practise and learn approximately 3,600 variation sentences in addition to the base-patterns. Typical units contain 15 base-sentences. Intonation practice, substitution drills, conversation and exercises. Reading-practice sections begin in Book Two and verb-study sections in Book Three. With tapes and graded readers.

SUTHERLAND, D

See, Hear and Speak

Oxford University Press 1971

Teacher's edition 95 pages; Student's edition 238 pages 75p and £1.50

An introductory course for adult learners of English, originally devised for adult immigrants to Australia and consisting of 60 lessons in which vocabulary and structures are presented in pictorial form and drilled with special attention to sentence rhythm and intonation.

WAKEMAN, A

English Fast

Hart-Davis 1967

Students' Texts 1-4; Teacher's Manuals 1-4 75p each and £1.75 each

A course of graded 3-phase drills designed for reinforcement work in the language laboratory and classroom. Book One provides 20 unit-hours of practice and Books Two to Four provide 12 hours each. The course is intended to be usable with any standard general course and link-ups with certain textbooks are shown in a textbook index. With students' workbooks.

12. ENGLISH FOR SPECIAL PURPOSES

ETIC Information Guide No 2, English for Special Purposes, covers books in this field as well as articles and research projects.

ADAMSON, V; LOWE M J B
General Engineering Texts
English Studies Series: 9
Oxford University Press 1971
203 pages 90p

A coursebook for university students consisting of unsimplified texts taken from undergraduate textbooks, journals, official handbooks and popularisations in the fields of civil, mechanical, electrical and chemical engineering and related techno-sociological studies. A good knowledge of grammar is assumed and access to technical dictionaries is required. The texts are followed by generous annotations of a situational, anaphoric and technical kind. Exercises typically consist of information retrieval from the text, sentence composition, using words in other contexts, syntactic analysis and transformation slot-filling for prepositions and particles, anaphoric references analysis, and paraphrase or research-based composition. The exercises have a key and an index. There are a few contextualising visuals. With tape.

BEESLEY, A R
English for Your Business Career
2 volumes
Collier-Macmillan 1971 60p, 50p, 50p and 50p

Two books designed to take young beginners up to an international level, with a vocabulary reaching between 2,500 and 3,000 words. Volume One contains 18 units, each comprising a lesson plan, 2 conversations, build-up, drills, notes and various manipulative exercises. A pronouncing vocabulary at the end contains some 1,500 words. The structures taught are itemised in each section. Structures are moderately graded, but vocabulary tends to be specialised within the context defined by the author's aim. Exercises and presentation are varied. The context is European and the illustrations are attractive and appropriate. The materials can be used for self-teaching or with a group. In Volume Two review materials are contained in 4 appendices. With tapes.

BINHAM, P
Executive English 1-3
Longman 1968
120,115 and 121 pages 45p, 50p and 50p

Each book covers a year's work, providing 2 or 3 class hours per week plus one laboratory hour. Book One assumes that the student has reached Cambridge Lower Certificate standard and has some knowledge of business. By the end of

Book Three he should be able to understand The Economist and participate in a business conference in English successfully. The basic unit consists of: an article and/or conversation taken from books, newspapers or actual interviews; notes (mainly explanations of words); and practice. The exercises include: completion exercises testing the knowledge of prepositions; practice in joining sentences; providing synonyms for words from the text; and writing business reports. Original advertisements are reproduced as illustrations.

Book One is divided into 3 sections: The Business Man, Marketing, and Foreign Trade. The tapes cover all the dialogues in the book and various forms of practice based on the dialogues. There is a glossary of commercial terms used.

Book Two is in 2 parts. With only a few exceptions, all the texts are genuine and adapted only where absolutely necessary. It is claimed that they are graded for difficulty. The composition of each unit is similar to that in Book One with rather fewer exercises. The 2 parts of the book are called 'Management Techniques' and 'Manufacturer to Consumer'. The tapes provide practice in intensive listening, conversation and structure.

Book Three is in 3 parts. The content is similar to that of Books One and Two The 3 parts are called 'Money Matters', 'Technology in Business' and 'National and International'.

Each book is accompanied by tapes and a tapescript.

BROOKES, H F; ROSS, M
English as a Foreign Language for Science Students
Heinemann Educational 1967
Book 1 with Teacher's Book; Book 2 with Teacher's Book
90p, £1.25, 90p and £1.05

A course for complete beginners, graded from elementary to intermediate, providing practice in key structures in everyday spoken English by means of short dialogues and simple scientific reading passages. Initially vocabulary and situations are provided through pictures. Teaching units are typically situationalised: drawing offices, laboratory benches and experiments appear in Book One. In Book Two the approach is mainly through topic areas like heat, electricity and radioactivity. The student progresses from oral drills to the beginnings of content analysis. There is detailed guidance on the Teacher's Books on a page-by-page basis.

CLOSE, R A
The English We Use for Science
Longman 1965
212 pages 50p

Intended for scientists with a good grounding in general English. Leads up to the level of the 'Science Texts' paper of Cambridge Proficiency, concentrating on the essential grammar and lexis which can serve as a basis for any scientific purpose. The 52 texts, mainly from British scientific journals, are classified into 3 levels of difficulty. The introduction contains a description of the characteristics of scientific English and suggestions for using the book. The texts are followed by comprehension questions and practice exercises, using the grammar and lexis of the texts. The language of the texts is exploited fairly extensively and imaginatively, and such practice should lead the student to mastery of the appropriate patterns.

EWER, J R: LATORRE, G

A Course in Basic Scientific English

Longman 1969

Students' Book and Teacher's Book

199 and 30 pages 65p and 45p

The Students' Book aims to serve a broadly educational purpose as well as presenting the language of science for students of medicine, engineering, agriculture and other scientific subjects. The material was chosen from a scrutiny of 3,000,000 words in British and American textbooks, articles, dictionaries and popularisations. There are 12 units, each consisting of a specially written text followed by sections on comprehension, word study, structural study, discussion and criticism. There is a wealth of varied productive exercises on each text. Other features are: a supplement of extracts from current scientific literature; appendices of prefixes and suffixes; irregular verbs; abbreviations and symbols; a basic dictionary of scientific English, with separate sections for lexis and structural words; and an index of structures occurring in the book.

The Teacher's Book contains an introduction on the purpose and scope of the book and suggestions for using the course. It recommends an oral approach for classroom exploitation. There are detailed notes on each of the units and suggestions for further practice.

GETHIN, R H: MACKIN, R

Zoology and Botany

English Studies Series: 6 Oxford University Press

240 pages £1.00

Aimed at English-medium university students with good intermediate knowledge of English. Extracts from textbooks are preceded by vocabulary notes on general and scientific words and followed by explanatory notes on lexis and a selected grammatical topic such as adverb position, negatives, the expression of purpose and result, etc. Exercises include comprehension questions and the rewriting of sentences to include prepositions or replace paraphrases with technical terms. Diagrams are often incorporated in the text. There is a key to the exercises.

HAWKEY, M

English Practice for Engineers

Longman 1970

79 pages 32p

Intended for engineering students who have studied English for 3 to 4 years, this text consists of 18 chapters and 3 tests. A chapter typically consists of a reading passage with appended questions, a vocabulary section with terms glossed and exemplified in sentences, a section of structural notes and practice dealing with some such theme as voice, and a composition section. Topics treated are functional ones; report writing; purpose; means; conditions etc. The book thus combines information presentation with some attempt at developing a conceptual strategy. There are 19 technical diagrams and an index of the technical terms and grammatical systems which have been treated. Exercises centre around gap-filling, sentence composition and structural manipulation.

KENCH, A B

The Language of English Business Letters

Macmillan 1972

214 pages 55p

This course is arranged in 2 sections: the first consists of sample letters introducing key structures which are studied, manipulated and used by the student in practice exercises; the second consists of samples of correspondence, notes, exercises and letter-writing projects. Exercises are largely rewrite and connection types. There are no visuals. The language level is advanced.

MACK, A

The Language of Business

BBC English by Radio 1970

254 pages £1.00

A course in business English for students who already have a working knowledge of the language. The 24 units trace developments in the whole range of operations of a small company. A serial story is presented in dramatised form and is followed by an extensive glossary of technical terms and specimen letters. There are some practice sentences for repetition (which are recorded, as are the episodes) and 2 short exercises for which a key is provided. There is an index of words and phrases and a description of the new British currency. Despite the paucity of exercises the course could be used for private study. With tapes.

McARTHUR, T

A Rapid Course in English for Students of Economics

Oxford University Press 1973

123 pages 70p

A preparatory course for intending students of economics for whom English will be either the medium of instruction or a library language. It takes the form of a series of 14 graded units typically consisting of texts, exercises and supplements. Texts tend to come in pairs: a simplified set of one-sentence paragraphs presenting an information overview which is later reorganised into a more complex paragraph statement. Exercises relate to content, complex sentence structure, syntactic restatement and phonological features. Supplements involve diagrammatic presentation of content and word structure and exercises in these. There is a vocabulary list of phonetic equivalents and a key to the exercises.

OXFORD UNIVERSITY PRESS ENGLISH LANGUAGE TEACHING DEVELOPMENT UNIT

English for Business: The Bellcrest Story

Handbook (The Bellcrest File)

Oxford University Press/BBC Publications/British Council 1973

144 pages 75p

This kit is intended for business executives, technicians, research staff and secretaries with a good grounding in general English. A dramatised story line concerning Bellcrest Limited, an imaginary engineering firm, provides the context and introduces the structures and vocabularies to be studied. Following each episode are: exercises including sentence completion, reporting conversation, minute-writing and letter-writing; drills designed to practice conversational gambits used to signal manoeuvres or convey attitudes; Active Listening passages (including unscripted interviews with specialists in certain areas of business); and Role Simulation exercises, in which a problem is stated and roles and responsibilities for the participants prescribed in the light of which students are required to negotiate and discuss and come to a

collective solution. The teacher's book contains a transcript of the episodes and the drills, dialogues and passages for Active Listening. The handbook contains the story outline together with documents, letters, dialogues and memoranda relating to each episode. With tapes, films and students' books.

SCOTT, J S

Civil Engineering

Longman 1969

108 pages 27p

A supplementary reader for students following advanced technical English courses who are assumed to be familiar with the General Service List and the 425 words of the supplementary scientific and technical vocabulary. The text consists of 27 chapters on concrete-technology, soil mechanics, municipal engineering etc. There are 14 contextualising photographs and 34 diagrams. Questions involving choosing one of 4 possible answers for insertion in the sentences are grouped at the back of the book together with subjects for discussion and a glossary of some 500 terms.

SMITHIES, M

Advanced English Comprehension Texts for Science Students

Collier-Macmillan 1972

253 pages £1.00

Aimed at developing a close textual reading technique for advanced science students of science through the medium of English. Texts are drawn from sources such as The Lancet, Time and Science and are followed by a battery of objective questions. Correct answers and rejected responses are both accounted for in notes. There are no visuals.

STREVENS, P

Seafaring

Book 1 (Special English Series)

Collier-Macmillan 1972

115 pages 90p

This text is organised into 10 units, each beginning with continued dialogues containing a high ratio of nautical expressions. There are exercises on structural practice followed by progressive substitution drills, notes on expressions of position, reading passages, content questions and composition practice. There are abundant contextualising photographs and a number of diagrams. Over 300 technical terms are included in the glossary. With tapes.

SWALES, J

Writing Scientific English: A Textbook of English as a Foreign Language for Students of Physical and Engineering Sciences

Nelson 1971

188 pages 80p

Aimed at teaching the language skills necessary for coping with English-medium science and technical instruction in universities and technical colleges. Twelve units deal with topics such as Dimensions and Properties, Definitions, The Passive, Tables and Graphs, offering a wealth of exercises: rewriting; blank-filling; insertion; transformation; true/false labelling; rearrangements; sentence completion etc. The exercises are graded in difficulty. There are very few visual examples of information presentation. The materials were tried out in provisional form in the University of Libya.

ALEXANDER, L G
Poetry and Prose Appreciation for Overseas Students
Longman 1963
195 pages 45p

An attempt to provide a method for expressing appreciation of poetry and prose for students sitting for the Cambridge Proficiency in English examination or for GCE (O-level). A section on poetry considers: the general and detailed meanings of poems and poets' inventions; the structural, sense- and sound-devices employed; the descriptive, reflective and narrative types of poetry, and the lyric and sonnet. Finally there is a selection of poems given for exercises in literacy appreciation. A section on prose considers narrative description and argument in terms of meaning, expression and appreciation.

BALL, W; THORNLEY, G C
The Golden Road to English Literature
5 volumes
Longman 1963 21p, 21p, 24p, 45p and 19p

A graded course for overseas students preparing for such examinations as the Cambridge Overseas Certificate. Students beginning the course are expected to have a vocabulary of 1,500 words. The final book presents texts without simplification or footnotes and is intended as a guide to English literature from Beowulf to the present day.

COPLEY, J
Three Centuries: Exercises for Advanced Students of Literature
Oxford University Press 1962
73 pages 30p

An attempt to provide an historical perspective for students reading English literature at university entrance or first-year university level overseas. The passages chosen represent the period 1550-1850 and consist of poems and extracts from biographies and essays together with exercises in language, style and meaning.

GILLIE, C
The Longman Companion to English Literature
Longman 1972
880 pages £1.50

The Companion is arranged in 2 parts: the first consists of essays on philosophical history, society and the arts, and religion, philosophy and myth, as well as literary forms - in an attempt to point out the connections between literature, life and thought; the second consists of an alphabetically arranged reference section in which politics, education and places feature as well as writers and their work.

HINDMARSH, R X
Passing in Literature
Cambridge University Press 1972
168 pages 50p

A handbook for students preparing for examinations in English literature at School Certificate or Ordinary Level in African secondary schools: published as

part of Stage Four of the Cambridge English Course for Secondary Schools. The handbook consists of units which include: studying plot; setting and background; character; short stories, non-fiction, poetry; and more general matters of examination guidance. (See also HINDMARSH, R X: The Cambridge English Course for African Secondary Schools in Section 11.)

LUDOWYK, E F
Understanding Shakespeare
Cambridge University Press 1962
266 pages — cased £1.60; paper 63p

A general introduction for the student and non-university-trained teacher aimed at developing an appreciation of Shakespeare as a popular dramatist. Part One introduces the Elizabethan period, its world picture, the conventions of the stage, the audience, and how Shakespeare wrote. Part Two outlines a method of approach and applies it to Richard III, The Merchant of Venice, Henry V, Julius Caesar, Twelfth Night and Macbeth.

MAY, D J; HILL L A
A New Introduction to English Literature
Books 1-4
Oxford University Press 1969
115, 126, 144 and 134 pages — 30p, 30p, 30p and 35p

A selection of poems and passages of prose with introductions explaining background and allusions and with questions designed to guide appreciation. The pieces are graded by reference to Hill's list of 3,275 headwords, and words outside this range are glossed. A fifth book is forthcoming.

MAYHEAD, R
Understanding Literature
Cambridge University Press 1965
188 pages — £2.20; paper 80p

An introduction to the values of literature and to the techniques of literary analysis for advanced students.

MONFRIES, H
An Introduction to Critical Appreciation for Foreign Learners
Macmillan 1970
131 pages — 60p

A selection of passages of prose and poems for students beginning English studies at university or preparing for the Cambridge Certificate of Proficiency examination. Questions follow each selection and for the first prose passage and poem model answers are provided. The majority of the selections feature twentieth-century authors.

MOODY, H L B
Literary Appreciation
Longman 1968
210 pages — 55p

Consists of explanation, demonstration and practice for students of English as a second language preparing for Advanced Level or Higher Certificate examinations. An introduction explains the chief elements of technique: lyrical structure; choice of words; sounds of words; word order; rhythm; simile

and metaphor; symbolism; irony; allusion; and form. The author then offers demonstrations of the technique with passages of verse and prose which are followed by passages, without comments, to be used for class or individual practice. The passages have been selected from a wide range of writing in English, including the work of African authors. There is a glossary and index of technical terms.

MOODY, H L B
Selected Readings in English Literature and Thought
Longman 1967
260 pages 80p

The readings are arranged in 3 sections (Fiction, Poetry and Speculation) and are presented with a minimum of editorial comment: questions for discussion and notes on the author appear at the back of the book. The intention is to provide an introductory course for English specialists who need to develop a philosophy of their subject to appreciate the diversity and range of values and concerns of English literature.

MOODY, H L B
The Teaching of Literature in Developing Countries
Longman 1971
112 pages 75p

A practical introduction to method for teachers, including teachers in training, beginning with a discussion on the nature of literature and its place in the curriculum and on the principles of graded selection. The general approach is seen as working from the twin principles of literature as experience and literature as language, and from these are derived a basic procedure of preliminary assessment, practical decisions, introduction, presentation, discussion and reinforcement (testing). Poetry, prose fiction, drama and occasional literature are considered, and there are chapters on the link with composition and examinations. A useful appendix is included, giving a graded list for literature in English for secondary schools.

MURPHY, M J
Understanding Unseens: An Introduction to English Poetry and the English Novel for Overseas Students
Allen and Unwin 1972
217 pages £1.00

Consists of sections on poetry and prose in which the author explains conventions and devices likely to cause difficulty to overseas students and teachers. The section on poetry analyses and provides exercises on the functioning of rhyme, rhythm and such rhetorical devices as metaphor, personification, alliteration and resonance. The section on prose considers the various types of novel and explains plot, setting, atmosphere, characterisation, style and symbolism. Each section is followed by a set of exercises. The level intended is that of the Cambridge examinations and the West African School Certificate.

THORNLEY, G C
An Outline of English Literature
Longman (Background Books) 1968
207 pages 50p

An attempt to provide an informative survey of English literature from Beowulf to William Golding, using the vocabulary of 2,000 words from A General Service

List of English Words. Words outside this list are explained in footnotes. Ten of the 18 chapters deal with nineteenth- and twentieth-century writers. Each chapter contains contemporary illustrations, biographical details and, in the case of poets, quotations from their work as well as brief descriptions and assessments.

WILSON, J B
English Literature: A Survey for Students
Longman 1958 80p

A general account of the main trends in English literature from the beginnings to the early 1970s: for students in sixth forms and teacher-training colleges in Britain and overseas. An appendix includes chronological tables and a section on verse forms.

14. BACKGROUND STUDIES

BROMHEAD, P.
Life in Modern Britain: An Introductory Discussion of British Life and Institutions
2nd edition
Longman 1971
229 pages 85p

Intended for Cambridge Proficiency in English examination students, this book examines the political, economic and social structure of life in Britain. There are chapters on government and politics, law, the courts and the police, work and money, housing, the welfare state, schools and universities, religion, mass-media, Wales, Scotland and Ireland, and Britain and the world.

DERRY, T K
The United Kingdom Today: A Survey of British Institutions
2nd edition
Longman 1970
247 pages £1.25

An attempt to provide a concise description of the framework of our national and local self-government, including the growth of the welfare state, the changes in the growth of monarchy, and the altered status of the United Kingdom in relation to former British territories overseas.

EYRE, A G
An Outline History of England
Longman 1971
173 pages 30p

Covers the main aspects of English history from pre-Roman Britain up to the present day within the 2,000-word vocabulary of A General Service List of English Words.

FOSTER, B
The Changing English Language
Macmillan 1968
263 pages £2.50

A popular account of language change during the last 26 years or so. Chapters discuss the impact of America, and the effect of technological influences from continental Europe and elsewhere.

HARRISON, B
Living in England
See Section 11.

HOLROYD, S
The English Imagination
Longman 1969
268 pages £1.05

An attempt to explain the character of English civilisation and to trace its evolution through a comparative study of history and literature. Comprehension questions, discussion points and suggestions for further study are given at the end of each chapter.

HOWES, H M
Presenting Modern Britain: Her Life and Institutions
Harrap 1966
116 pages 40p

Presents a picture of life in Britain through a consideration of population and industry, education, religion, sport, the arts, the press and broadcasting, together with chapters on crown and parliament, local government, the law and the citizen, courts of law, the city as a financial centre, and the Commonwealth. There is a list of suggested topics for discussion and a brief bibliography.

MAGUIRE, P
From Tree Dwellings to New Towns
2nd edition
Longman 1968
178 pages 37p

Traces the history of houses from early cave- and tree-dwellings to the development of Harlow New Town and the work of Le Corbusier. There is an emphasis on British housing, but wherever possible the author has related the context to conditions in other countries.

RUST, W B
The Pattern of Government
Pitman 1969
319 pages cased £2.00; paper £1.00

An attempt to reveal the principles behind the pattern of government in Britain for students engaged in public examinations in Government and Public Administration and for students of English as a foreign language. Questions and further-reading lists appear at the end of each chapter.

TOYNE, A
An English-Reader's History of England
Oxford University Press 1971
371 pages £1.50

An outline history companion for the student of English literature, written within a limited vocabulary.

WYMER, N

London Today

Longman (Background Books) 1971

135 pages 45p

An account of social, economic and cultural aspects of the city, together with practical information about travel, accommodation, restaurants, shopping, and other day-to-day activities, written within a vocabulary of 2,000 words.

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